DOCUMENT RESUME

ED 426 561 EC 306 999

AUTHOR	Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
TITLE	Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Research, Innovation and Evaluation.
INSTITUTION	Council for Exceptional Children, Reston, VA.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
ISBN	ISBN-0-86586-332-6
PUB DATE	1998-00-00
NOTE	305p.; For the 1997 report, see ED 417 556; for related volumes, see EC 307 000 through EC 307 003.
CONTRACT	RR93002005
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 888-232-7733 (Toll-Free); Web site: http://www.cec.sped.org (Stock No. R5299, $9 plus postage and handling).
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Disabilities; Early Intervention; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Research; Federal Aid; Federal Legislation; Federal Programs; Grants; Knowledge Base for Teaching; Outcomes of Education; Preschool Education; Program Evaluation; *Research and Development; *Special Education; State Programs; *Theory Practice Relationship
IDENTIFIERS	Individuals with Disabilities Education Act; *Office of Special Education Programs

ABSTRACT

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the first of the directory, describes projects concerning research, innovation, and evaluation. The Research and Innovation program aims to produce and advance knowledge to improve the practices of professionals and others involved in providing services, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free, appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities or who are at-risk of developmental delays. The projects are grouped by the competitions under which they were funded and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 561

Discretionary Projects
Supported by the
Office of Special Education Programs
Under the *Individuals with Disabilities Education Act*

Fiscal Year 1998

RESEARCH, INNOVATION, AND EVALUATION

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U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

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Discretionary Projects Supported by the Office of Special Education
Programs Under the Individuals with Disabilities Education Act

Fiscal Year 1998

RESEARCH, INNOVATION, AND EVALUATION

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education, Office of Special Education Programs
Research to Practice Division

OSEP Discretionary Projects: Research, Innovation, and Evaluation
ISBN 0-86586-332-6

Published 1998 by
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Stock No. R5299

This publication was developed by the ERIC/OSEP Special Project, which is operated by the ERIC Clearinghouse on Disabilities and Gifted Education, under Contract RR93002005 between the Council for Exceptional Children and the Office of Special Education Programs (OSEP), U.S. Department of Education. The ERIC Clearinghouse on Disabilities and Gifted Education is operated under a contract with the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The contents of this publication do not necessarily reflect the views of OSEP, OERI, or any other agency of the U.S. government.

Research, Innovation, and Evaluation

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This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two discretionary programs: **Research and Innovation to Improve Services and Results for Children with Disabilities,** and **Studies and Evaluations.** The **Research and Innovation** program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The **Studies and Evaluations** program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

Please note that an extra digit has been added to the OSEP grant number to reflect the decade in which the grant was awarded. For the 1990's, the digit **9** has been inserted after the second alphabetical character in each grant number. For example, H023B70074 is now H023B**9**70074.

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (jeanneg@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

(84.023B and 84.324B)
Student-Initiated Research Projects

Grant Number: **H023B970074**

Toward Resilience: The Ecology of Motherhood for Women with Serious Mental Illness

Project Director: Boone, Harriet; Selz, Laurie J. (Student)
Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

University of North Carolina - Chapel Hill
CB 4100 Bynum Hall
Chapel Hill, NC 27599-4100
Voice: (919)962-5579

Purpose: The first goal of the study is to describe the interplay of the vulnerabilities and protective factors framing the lives of families in which the mother has a psychiatric illness, with a particular focus on known predictors of resilience, including interpersonal support, day-to-day routines and activities, the mother-child relationship, and personal appraisals of parenting competency and distress. The second goal is to assess variations in child development outcomes as a function of these resilience factors.

Method: Qualitative interviews and standard measures of social support and parenting stress will be administered to mothers; a screening instrument assessing developmental outcomes in infants and young children will be completed; and a document review will be conducted to ascertain the presence of parenting supports in mothers' mental health service plans. Thirty mothers with serious mental illness will be recruited through area mental health programs and self-help/advocacy groups.

Products: Study findings will be relevant to service providers and consumers in both mental health and early intervention systems, and will contribute to the development of enhanced models of intervention and service delivery.

Grant Number: **H023B970085**

"Our Forgotten 'Silent' Flowers": Understanding Deaf Asian Students

Project Director: Andrews, Jean; Plue, Cynthia (Student)
Beginning Date: Dec 1, 1997
Ending Date: Nov 30, 1998

Lamar University Department of Communication Disorders
P.O. Box 10076
Beaumont, TX 7 7706
Voice: (409)880-1848
Fax: (409)880-2265
E-mail: jphelan200@aol.com; cplue@aol.com

Purpose: This research project will gather data on the academic and social needs of deaf Asian and Pacific Island students in the United States, a multicultural population that has not been studied extensively.

Method: The project will gather data on academic achievement of deaf Asian/Pacific Island students on an adapted version of the Stanford Achievement Test. It will interview 30 students from this group on variables that they feel have influenced their performance in school, and it will interview successful adults from this population as to what has contributed to their success. Data will be analyzed using descriptive and inferential statistics.

Products: The project will develop a manual on best tips and practices for professionals working with deaf Asian/Pacific Island persons. Results will be disseminated through conference presentations, distance learning workshops, journals, and the Internet. Overall benefits will be an increased understanding of the language, culture, and academic needs of deaf Asian/Pacific Islanders.

***Grant Number:* H324B980007**

Deaf Students with Hearing Parents: A Case Study of Language & Literacy Achievement

Project Director: Hakuta, Kenji; Kuntze, Marlon (Student)

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

Stanford University
2489 Kilkare Road
Sunol, CA 94586
Voice: (650)725-7126

Purpose: This project is an in-depth study of a group of deaf students with hearing parents, who are highly proficient in both American Sign Language (ASL) and English literacy. There is a wide variation in achievement of deaf students with hearing parents, who, as a rule, perform more poorly than deaf students with deaf parents. This study will direct future research to determine how the reading achievement of a large segment of deaf students with hearing parents may be upgraded. This investigation also will evaluate the viability of a hypothetical model of English acquisition through the process of learning to read, using ASL as mediation.

Method: A case study methodology will be utilized. Ethnographic methods such as interviews and observations will be used for most of the data collection. The interviews will be done with the target group of students, their present and past reading teachers, and their parents. Notes will be made on how the students and their parents interact. Additional data collection will be done through sending a questionaire to parents for further demographic and other pertinent information not available in school records.

Products: The findings of this project will be submitted for presentation at a national professional conference and publication in scholarly journals.

Grant Number: **H324B980016**

Making a Difference: The Importance of Instructional Technology in Special Education

Project Director: Boscardin, Mary Lynn;
Brown-Chidsey, Rachel (Student)
University of Massachusetts - Amherst
Goodell Building, Room 408
Amherst, MA 01003-3285
Voice: (413)545-1193

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

Purpose: This project will investigate the attitudes and opinions of private and public students (grades 6 through 12) and teachers regarding the use of computers as instructional tools for students with special needs, especially learning disabilities, before and after the installation of school-wide computer networks and labs in two Northeast semi-rural schools. The primary goal of the study is to recommend instructional practices that make the best use of this technology for students with a variety of special needs.

Method: This study will use a quasi-experimental design with non-equivalent groups, incorporating both quantitative and qualitative methods. The two experimental group schools are in the process of developing school-wide technology plans that they plan to implement during the 1997-1998 school year. A survey instrument will be administered before and after the installation of the new networks and labs and be used as a quantitative measure of the attitudes and opinions of students (N=approx. 625) and teachers (N=approx. 125) concerning computer use by students with special needs. Analysis of Variance procedures will be used to determine whether there are significant differences among the groups and factors involved in the study. In-depth interviews of two students and two teachers at each school will provide qualitative data.

Products: The findings will be submitted to professional journals in the field of special education.

Grant Number: **H324B980021**

Effects of Kangaroo Care on the Development of Premature Infants

Project Director: Cherkes-Julkowski, Miriam;
Dodd, Virginia (Student)
University of Connecticut
438 Whitney Road Extension
Storrs, CT 06269
Voice: (860)486-3337

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

Purpose: The goal of this study is to use Cardiac vagal tone (VT), an indicator of self-regulation and ability to handle stress by the autonomic nervous system, to determine if Kangaroo Care is a safe early intervention choice for handling by parents that also contributes to the development of premature infants while in the Newborn Intensive Care Unit (NICU). Kangaroo Care involves holding a baby skin to skin in an upright position against the chest. The parent usually engages in spontaneous rubbing of the infant's back, which has some resemblance to mother's massaging of her unborn baby. The research hypothesis states that early intervention with Kangaroo Care (KC) will provide developmental advantages in improved Cardiac Vagal Tone compared to routine parent handling for premature infants in the NICU.

Method: This study will examine the effects of KC in 44 stable randomly assigned premature infants on three outcome variables: 1) development of VT measured at rest; 2) stress measured by VT immediately following the intervention; and 3) VT during a routine weighing procedure. The research design will be a quasi-experimental, pre-test/post-test design. Discriminant function analysis will be used to identify relationships of two groups to three measures.

Products: A dissertation will be written and defended; research findings presented to clinical site managers and staff with opportunity for further training; findings posted on appropriate Internet pages; a journal article written and submitted to referred journals with recommendations for using KC with premature infants and their families; and abstracts will be submitted to national conference chairs.

Grant Number: **H324B980025**

Choice-Making as an Intervention for Elementary Age Students with Emotional and Behavioral Disorders

Project Director: Wehby, Joseph; Jolivette, Kristine (Student)

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

Vanderbilt University
Peabody College
Room 512 Kirkland Hall
Nashville, TN 37240
Voice: (615)322-8186

Purpose: The purpose of the project is to develop, implement, and assess the effects of a choice-making intervention in two classrooms for eight students with emotional and behavioral disorders (EBD). Choice making is a stimulus-based intervention developed to decrease the inappropriate behaviors being displayed by students with EBD in applied settings sometimes caused by consequence-based interventions commonly used by teachers. Specifically, the project will look at student and teacher attitudes toward the choice making process.

Method: Three interrelated components will be conducted. First, a choice-making intervention will be implemented in two classrooms for students with EBD using a multiple-baseline across students design. Second, in order to assess the impact of the intervention on students' ratings of opportunities to make choices within the classroom, a self-report questionnaire will be developed and administered to both students with EBD and students without disabilities on a pre- and post-intervention basis. Third, to determine the feasibility of implementing a choice-making intervention with students with EBD, teachers in the two special education classrooms will be asked to rate the validity of this intervention for classroom use. Data for these three components will be collected via direct observation, questionnaire, and rating form and will be analyzed using visual inspection, nonparametric statistics, and parametric statistics.

Products: The following products will be disseminated: 1) a student questionnaire, for special and general education classrooms, assessing students' perceptions of opportunities to make choices in the classroom, 2) a procedural guide on how teachers can create choice making opportunities in the classroom, and 3) a manuscript outlining the results of this project.

Grant Number: **H324B980027**

Development of an Interactive Hypermedia Tutorial for Teaching Self Advocacy Strategy to Students with Disabilities

Project Director: Deshler, Donald; Schumaker, Jean

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

University of Kansas Center for Research, Inc.
3001 Dole Building
Lawrence, KS 66045
Voice: (785)864-4780

Purpose: The purpose of this project is to develop and validate an Interactive Hypermedia Tutorial (IHT) for delivering instruction in self-advocacy skills to secondary students with mild disabilities. This project will investigate the efficacy of using the IHT relative to: 1) student knowledge of the component parts of the strategy and rationales for its use; 2) student use of the strategy during IEP conferences; 3) number of student-created IEP goals and objectives; 4) student and teacher satisfaction; and 5) required teacher instructional time.

Method: The content of the strategy includes empirically validated complex instructional procedures for use with students with disabilities expected to participate in general education settings. First, with input from student, teacher, design, and technical consultants, the IHT for the Self-Advocacy Strategy will be created. About 25 students from Blue Valley High School in Kansas City, Kansas, have agreed to participate as consultants on the development of the IHT. These students have learned and used the strategy successfully. Second, the efficacy of the program will be determined relative to student knowledge acquisition and use of the strategy, social validity, and teacher satisfaction and time required to provide the instruction. About 60 students from the Lawrence Public Schools in Lawrence, Kansas, identified as having high-incidence disabilities will participate as subjects of the validation study. A combination of pretest-posttest comparison group design and multiple probe across students design will be utilized.

Products: Descriptions of the project, position papers, and research reports will be written and presented at professional meetings, published in journals, and published on the Internet. The results of this project have the potential of being disseminated immediately in both inservice and preservice courses, and the product of this project (a CD-ROM disk) has the potential of immediately benefiting teachers and their students across the nation.

Grant Number: **H324B980029**

A Study of Mothers' Perceptions of their Preparedness to Care for their Medically Fragile Infants Following Discharge from the NICU

Project Director: Peterson, Nancy L.;
Steeples, Tammy L. (Student)
University of Kansas
Department of Special Education
3001 Dole Building
Lawrence, KS 66045
Voice: (785)864-4954

Beginning Date: Aug 1, 1998
Ending Date: Jul 31, 1999

Purpose: This project will survey mothers of medically fragile infants in regard to their perceived preparedness to care for their newborns after discharge from the hospital. Data will be gathered on the factors that mothers feel have contributed to their perceptions of preparedness or lack of preparedness and on strategies preferred by mothers to gain the necessary preparedness.

Method: A questionnaire will be developed with the input and advice of an Advisory Board composed of mothers whose infants were medically fragile at birth, early interventionists, and specialists in early childhood development. A sample of 50 mothers of medically fragile infants will be surveyed via a questionnaire in face-to-face or telephone interview format at the time of their baby's discharge and via a written, mail-in questionnaire approximately one month after the baby has been home. Mothers whose babies are patients in two Level III neonatal intensive care units in the midwest over a seven month period will be contacted before they leave the hospital and invited to participate. These hospitals serve a heterogeneous population of infants and families in a 100 to 200 mile radius; thus the sample should be representative of a variety of socioeconomic, educational, and experiential backgrounds.

Products: Standard statistical analysis will be performed on the data and reported along with descriptive demographic information. An analysis of themes and trends that emerge from the mothers' reports of what contributed to their perceptions of preparedness will be included. Finally, information will be compiled on the preferred strategies identified by the mothers to acquire the preparedness necessary to care for their babies at home. Plans for dissemination include: a final report for OSERS, submission of articles to professional journals (in both the health and special education fields), preparation of articles for parent publications and newsletters of various organizations and agencies, and submitting proposals for presentations at professional conferences.

***Grant Number:* H324B980031**

The Effects of Correspondence Training and Photographic Activity Schedules on the Play Skills of Preschool Children with Autism

Project Director: Sainato, Diane; Morrison, Rebecca (Student)

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

Ohio State University
1960 Kenny Road
Columbus, OH 43210-1063
Voice: (614)292-8709

Purpose: The project will develop and implement a strategy which combines correspondence training (identifying the relationship between saying and doing) and photographic activity schedules to promote the play skills of preschool children with autism. The project is being developed in response to concerns of parents of preschoolers with autism, who are seeking effective ways to include their children in peer group settings.

Method: The effect of the intervention strategy will be investigated by collecting data on four preschool children with autism in the areas of toy play, engagement, and choice making during playtime in a peer group setting. A single subject experimental design employing a multiple baseline design across four children will be used. The project involves collaboration with a group of parents of children with autism and the project staff whose focus is early childhood special education.

Products: Information will be disseminated to researchers by preparing presentations for three conferences; submitting manuscripts to professional research journals; and incorporating findings into current course work at the Ohio State University.

Grant Number: **H324B980034**

PROJECT PASSAGES: Promoting The Adaptive Behavior Skills of Students with Autism: Gauging Educational Programming and Services

Project Director: Peterson, Carla; Slavens, Stacy (Student)
Beginning Date: Aug 15, 1998
Ending Date: Aug 14, 1999

Iowa State University
101 Child Development Building
Ames , IA 50011
Voice: (515)294-4898

Purpose: This research project will fill a significant void in the literature and facilitate positive outcomes for students with autism by documenting and evaluating current practices in designing and implementing adaptive behavior programming for students with autism.

Method: About 50 students with autism in grades 1 through 12 who attend school in central Iowa will be randomly selected to participate in this project. Major activities include the refinement of the following: 1) a survey to assess parent/teacher beliefs regarding the importance of adaptive behavior skills and related programming; 2) a self-report survey to document current adaptive behavior interventions and reasons underlying team decisions not to program for adaptive behavior needs of students with autism; and 3) a direct observation instrument to measure the engagement of students with autism in various adaptive behavior instructional activities. Two related studies will be conducted to refine, validate, and implement these measurement tools, as well as to analyze and integrate the results.

Products: Research findings will be disseminated through the following: the participating Area Education Agency (AEA); the Iowa Department of Education; and state and national organizations. Presentations are planned to inform other agencies, organizations, and universities of the project's findings and to contribute to the knowledge base to guide future research and practices, and articles describing project findings will be submitted to professional research journals.

Grant Number: **H324B980041**

Developing an Instructional Modeling Routine for Students with Learning Disabilities

Project Director: Deshler, Donald; Schumaker, Jean;
Gildroy, Pat (Student)
Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

University of Kansas
3001 Dole Bldg.
Lawrence, KS 66045R *Voice:* (785)864-4780

Purpose: The purpose of this research project is to develop and validate an Instructional Modeling Routine (IMR), which matches instructional techniques to the characteristics of students with learning disabilities (LD). The IMR will be an instructional tool that teachers can use across content areas and grade levels.

Method: The IMR will be developed after conducting a literature review, conducting focus groups, making observations of teachers using instructional modeling, and expert consultation. There will be two studies to examine the IMR. Study 1 will compare the effectiveness of IMR to a frequently recommended type of instructional modeling, think-aloud modeling. Following development of the IMR, two groups of students with LD (20 in each group) will receive either the IMR condition or the think-aloud modeling condition focusing on solving one type of math ratio problem. Students will then take a post-test to determine learning efficiency, mastery levels, and generalization to more complex problems. Students who do not reach mastery will receive a repeated-modeling session with the respective modeling condition. Transcriptions will be made of student/teacher interactions from this session to determine group differences in the quality and quantity of questions. These transcripts will be analyzed using protocol analysis. Two more posttests will be administered to determine maintenance and generalization. Utilizing mulitvariate analysis of covariance, the outcome data will be analyzed. The IMR will be revised based upon the findings of Study 1. Study 2 will involve training and observing six teachers in general education classrooms (approximately 25 student per classroom, of which 3 are expected to be students with LD) to implement the IMR at various grade levels and across curricular areas. Observations will be made and feedback given. Data on the degree of fidelity to the IMR and satisfaction rates will be collected, analyzed, and reported using descriptive statistics and inferential statistical methods. The findings from the two studies will be analyzed in relation to each other and prepared for dissemination.

Products: Dissemination will take place through the following: professional journals, professional conferences, regular meetings of the University of Kansas Center for Research and Learning's National Research and Dissemination Network, and inservice and preservice training workshops across the nation.

Grant Number: **H324B980044**

Empirical Examination of Risk Factors for the Maltreatment of Deaf Children

Project Director: Kasnitz, Devna; Embry, Richard (Student)

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

World Institute on Disability
510 16th Street Suite 100
Oakland, CA 94612-1500
Voice: (510)251-4348

Purpose: The purpose of this project is to examine the relationship between the parent/child communication method, communication competence, and child maltreatment in families with hearing- impaired children. The project will determine if there is child maltreatment at a different rate or different types of abuse for hearing-impaired children who attend residential schools for the deaf in comparison with hearing-impaired children who attend non-residential school programs. Findings from this study will provide empirically based evidence to help inform policies to improve the safety of educational placements and to inform family communication and support policies for parents of newly diagnosed deaf children.

Method: This study will be the first quantitative examination of family communication and educational placement factors that influence risk for the maltreatment of deaf children. The project will conduct a mail survey of 2,000 adult deaf individuals randomly selected from the "National Directory of TTY Numbers." A sample of 584 eligible respondents will provide retrospective information regarding history of childhood maltreatment by using the Conflict Tactics Scale-2 and Conflict Tactic Scale Parent-Child. Respondent demographic information will include family communication type and competency measures, and type of educational placement (residential school for the deaf or mainstream). Data analysis will utilize cross tabulations, Chi square tests for independence, t-tests for two population proportions, ANOVA, and logistic regression.

Products: This study will be the first large-scale empirically based examination of risk factors for the maltreatment of deaf children. Family support and child abuse prevention strategies will be developed from this foundation of empirical findings. Findings will be submitted for presentation at regional, national, and international conferences on disability, education, deafness, and child maltreatment.

Grant Number: **H324B980049**

Kindergarten Peer-Assisted Learning Strategies (K-PALS)

Project Director: Fuchs, Douglas; Otaiba, Stephanie Al (Student)

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

Vanderbilt University
Box 512 Kirkland Hall
Nashville, TN 37240
Voice: (615)343-4782

Purpose: The purpose of this project is to examine the effects of peer tutoring — specifically, Kindergarten Peer-Assisted Learning Strategies (K-PALS) — on the emergent literacy skills of students with disabilities. This project has been developed in order to meet the expectation of Goals 2000 that all children, including children with disabilities, should be reading by third grade. The project will provide general educators with tools that promote early literacy and that also help accommodate academic diversity in their classrooms.

Method: This project will extend prior PALS work in two ways. First, by involving kindergarten students, and second, by focusing intensely on individual students with disabilities to discover how and when they develop letter-sound correspondence. Pre- and post- test instruments will include the Peabody Picture Vocabulary Test-Revised, a rapid letter naming test, a rapid sound naming test, the Test of Phonological Awareness, and the word identification subtest of the Woodcock Reading Mastery Test-Revised.

Products: This project will have a local impact on ten teachers, ten students identified as needing special services, and over 200 kindergarten students in middle Tennessee. The project will have a national impact by contributing to the field of knowledge about how kindergarten students with disabilities respond to peer tutoring in early literacy skills. Dissemination activities will include submission of manuscripts for publication in research- oriented and practitioner-oriented journals, conference presentations, and creation of a Web site.

Grant Number: **H324B980051**

Problem-Solving Peer-Assisted Learning Strategies (Problem-Solving PALS)

Project Director: Fuchs, Lynn S.; Karns, Kathy (Student)

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

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Purpose: The purpose of the project is to provide teachers with a model of instruction on problem-solving mathematics tasks for students with learning disabilities. The project specifically focuses on the effect of classwide peer tutoring on mathematics performance assessments in mainstream classrooms. Problem-

Solving Peer-Assisted Learning Strategies (PALS) will be used to provide individualized instruction, guided and repeated practice, and active involvement on mathematical problem-solving tasks for participating students.

Method: The project will study the effectiveness of Problem-Solving PALS using a pre/post-test design with random assignment of 16 classrooms to a Problem-Solving PALS condition (n=8 classrooms) or an Independent-Practice condition (n=8 classrooms). A total of 192 students, including 48 students with learning disabilities, will participate in these classrooms (with at least three students with learning disabilities per classroom). The study will last one academic year. After program development and piloting occur during the fall, teachers will participate in a one-day workshop to learn Problem-Solving PALS or Independent-Practice procedures. Next, teachers will train their students in procedures for their assigned condition. Then, teachers will conduct 16 Problem-Solving PALS or Independent-Practice sessions over the next eight weeks. The project staff will evaluate teacher fidelity using direct observation of Problem-Solving PALS and Independent-Practice sessions. The project staff also will measure student learning using pre/post-test scores on mathematics performance assessments.

Products: The products of this project will include the development of classwide peer tutoring procedures for problem-solving mathematics and an accompanying manual for teachers to use in training their students in Problem-Solving PALS. The expected outcome is increased mathematical problem solving capacity for students with learning disabilities and incidental benefits for low-, average-, and high-achieving classmates. A final report will be written as the project director's dissertation. Manuscripts describing the results will be submitted for publication in not only research-oriented journals, but also in journals with practitioner orientation. Conference presentations will be delivered nationally and locally.

***Grant Number:* H324B980060**

The Effects of Visually-Mediated Intervention on the Social Language Skills of Children with Pervasive Social Impairments

Project Director: Goldstein, Howard; Thieman, Kathy (Student)

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

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Purpose: The purpose of this research is to examine the effects of using static and dynamic visual stimuli for instructing, modeling, and providing feedback to improve the social-conversation skills of young children with pervasive social impairments. Pervasive social impairment is a term used to describe a number of social behaviors of persons with Pervasive Development Disorder (PDD). The study will determine if a treatment package utilizing written social stories, pictures of conversational rules, and videotaped feedback of social interactions will affect the development and frequency of maintaining topics, securing attention, and using assertive statements. Additional goals include determining if newly acquired social skills will generalize to different settings and conversational partners, and to measure changes in parents' perceptions of the quality of their child's social interactions.

Method: Six children between the ages of 6 and 10 with pervasive social impairments and average skills in the areas of nonverbal cognitive intelligence and receptive/expressive vocabulary skills will participate. Six typical peers will be involved as communicative partners. Each dyad will be taught a specific social skill. Effects of the intervention will be assessed using a multiple baseline design across dyads and social discourse behaviors. Generalization data will be collected through videotaped interactions of the child and a new peer in natural environments. Intervention is expected to result in an increase in total frequency of targeted social-conversational skills, and improved quality of peer interactions. Capitalizing on the visual strengths of children with pervasive social impairments by combining multiple visually-mediated intervention strategies may offer significant implications for effective treatment programs to help this population develop improved social competence and friendships.

Products: A training manual will be prepared, including guidelines for implementing the intervention, tips for effective implementation, and videotaped case examples. Pamphlets will be produced to introduce teachers and SLPs to the rationale, goals, and potential benefits of the treatment package. Two papers focusing on the description and results of the treatment program will be submitted to professional journals that target practitioners. Results will be presented to speech-language pathologists (SLPs) and educators at local, state, and national organizations through inservice trainings and annual conferences. Proposals for presentations of research results will be submitted to professional organizations with interest in communication disorders, Pervasive Development Disorder (PDD)/autism, and special education.

Grant Number: **H324B980062**

Studies of Teacher Language and Student Behavior with Students with Concurrent Emotional/Behavioral Disorders and Receptive Language Disorder

Project Director: Kaiser, Ann; Lassman, Kelley (Student)

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 1999

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Purpose: The goals of this project are to collect systematic data on teacher instructional language with students with concurrent emotional/behavioral disorders (EBD) and receptive language disorders, and to test an intervention targeting teacher instructional language.

Method: The project includes two studies. First, a descriptive study will document and analyze 20 teacher-student dyads. Fifth and sixth grade students with EBD from self-contained classes in metropolitan Nashville (Tennessee) schools will be assessed using the Child Behavior Checklist (Achenbach, 1991) and the Test For Auditory Comprehension-Revised (Carrow-Woolfolk, 1985) to establish a sample of students that have both EBD and receptive language disorders. Teacher instructional language and student behavior will be videotaped, transcribed, and analyzed using visual inspection of graphed data, descriptive statistics, and sequential analysis. Second, an intervention using multiple baseline design across dyads, with generalization probes, will systematically test a procedure to change teacher instructional language to accommodate the needs of students with EBD and receptive language disorders in order for these students to be more successful learners. Data will be analyzed through visual inspection and sequential analysis. Four teacher-student dyads will participate in the intervention study.

Products: This two part project will produce a language coding system to analyze teacher instructional language and behavior of students with EBD and a report of descriptive and intervention findings to be shared with practitioners. The findings of these studies will be disseminated at conferences and to peer review journals.

***Grant Number:* H324B980063**

Using Virtual Reality and Multimedia Adventure Games to Teach Vocabulary to Deaf Children

Project Director: Andrews, Jean; Whitney, Scott (Student)

Beginning Date: Dec 1, 1998
Ending Date: Nov 30, 1999

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Purpose: The purpose of this project is to test two methods of multimedia presentation of an expository text: a multimedia narrative and a multimedia 3-D museum. This project will increase learning about how deaf children acquire vocabulary using multimedia technology. This information will be useful to teachers, teacher educators, and software developers working with deaf students.

Method: A CD program will be developed with three major components: 1) an expository narrative with animations that gives the background of oil discovery at Spindletop, a famous oil gusher that created an oil boom in Beaumont, Texas in 1901, an important part of Texas history studied by all Texas school children at the junior high level; 2) an adventure game in multimedia version, and 3) an adventure game in virtual reality. In both adventure game versions, the buildings along with their artifacts provide the setting in which students meet the important historical figures involved in the Spindletop oil boom. The historical figures act out the scripts, giving students both historical information and exposure to the target vocabulary through text. The game versions differ in that the student is able to explore in the multimedia version. This study will address the following research questions: 1) which treatment produces higher vocabulary learning and retention scores—the 3-D virtual reality presentation or the multimedia presentation, and 2) how deaf children learn vocabulary with each treatment, what strategies they use, and what preferences they have. The project staff will use pretest/posttest methods and ANOVA and multiple regression analysis. Variables measured will include vocabulary acquisition, experience on computers and adventure games (background variable), knowledge of Spindletop (background variable), and signs of motivation from videotapes.

Products: This project will result in a product that will impact classroom teachers by enhancing knowledge on material development, providing them greater resources for completing their job, and decreasing stress as materials become more available. Curriculum designers and material developers can incorporate the results into their products.

(84.023C and 84.324C)
Field-Initiated Research Projects

Grant Number: **H023C940126**

Research in Self-Determination of Students with Cognitive Disabilities

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

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Purpose: To conduct an empirical examination of the causal relationship between self-determination and positive adult outcomes through a longitudinal follow-along study of school graduates with cognitive disabilities, including mental retardation and learning disabilities.

Method: This project spans five areas of research that staff members will conduct over a period of five years. First, through a longitudinal follow-along study, staff members will explore the causal relationship between self-determination and adult outcomes. Using pre-collected data related to self-determination status and demographic information, project staff will monitor participants' progress at one and three years after graduation, including employment status, post-secondary education status, marital status, and perceived quality of life. Participants recruited for this component will include students (N=150) with mild to moderate levels of mental retardation and severe learning disabilities. Self-determination assessments will include five domains: 1) autonomy, 2) self-regulation, 3) self- actualization, 4) perceptions of psychological empowerment, and 5) perceptions of self. In the second, third, and fourth components, staff will describe the development of self-determination through various means, including a longitudinal study of perceptions of control and attributions of academic achievement. Students ranging in age from 8 to 19 will participate, including those with mental retardation, learning disabilities, and no disability. During each project year, staff will assess each student on various measures studying locus of control, perceptions of helplessness, and other research foci. The final area of research involves the development and field testing of a model of teaching that distributes the responsibility for learning among teachers, parents, and students, giving primary control to the student. Participating students will be the primary agents for choices and decisions at each phase of the model's development.

Products: Project research activities will result in data detailing the causal link between self-determination and adult outcomes and describing the developmental course of constituent elements of self-determination. Project demonstration activities will result in the validation of a model of teaching which can be used to promote self-determination. Project materials will be distributed to national organizations, journals, and conferences.

Grant Number: **H023C950034**

Elementary School and Boys with Fragile X Syndrome

Project Director: Bailey, Don

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

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Purpose: To conduct the elementary school portion of a longitudinal, life-span study of boys with Fragile X syndrome.

Method: Project staff are currently conducting the early childhood portion of this study, gathering data on the early development, temperament, behavior, and patterns of family coping and adaptation of 100 boys. During the elementary phase, research questions will focus on: (1) developmental, functional, and school achievement growth patterns; (2) factors that influence development and achievement; (3) the development of social competence and peer relations; (4) factors influencing social competence and peer relations; (5) the nature and quality of school experiences provided during the elementary years; (6) the needs and concerns of teachers working with boys with Fragile X syndrome; (7) effective strategies for enhancing achievement and social competence; and (8) patterns of family coping and adaptation during the elementary years. To answer these questions, 80 boys and their families will be followed between first and fifth grade. Mixed method designs and hierarchical linear analyses will be used to chart patterns of growth and change, identify correlates of change, and determine successful educational and intervention strategies.

Products: Research findings will be submitted to leading journals for peer review and publication, and also presented at state, regional, and national conferences related to child development, education, and family support. Specific project publications will include: a manual for parents describing in simple language the early development and needs of children with Fragile X syndrome; a guide for teachers and therapists who work with these children and their families; and a professional guide summarizing findings from the survey of professionals, which will also describe important factors to consider in working with families.

Grant Number: **H023C950076**

Auditory Characteristics of Children with Autism

Project Director: Bess, Fred H.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

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Purpose: To determine whether hearing sensitivity of children with autism differs from that of normally developing children, to assess whether children with autism experience greater hypo- or hypersensitivity to auditory stimuli than normally developing children, and to establish whether traditional behavioral audiometric techniques are practical and reliable in the audiologic assessment of this population.

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Method: Three basic experiments are planned. Experiment I examines the hearing sensitivity of children with autism as compared to a control group of normally developing children matched by race, gender and developmental age with the experimental group. A test battery of appropriate behavioral and electrophysiological audiologic measures will be employed. Experiment II is designed to determine whether children with autism demonstrate excessive hypo- or hypersensitivity as compared to a matched control group. Observers will view videotapes of children listening to various auditory stimuli and rate the subjects on a scale of attentiveness. Experiment III will examine the practicability and replicability of traditional behavioral audiometric tests used with children with autism. For Experiments I and II, researchers will utilize 20 subjects who have been diagnosed with childhood autism, as well as 20 normally developing children. In Experiment III, these 40 subjects will be reassessed to determine test/re-test reliability of the behavioral audiometric procedures. To evaluate differences between the groups in auditory measures, analysis of variance and basic t-tests will be used.

Products: Findings from these experiments will be disseminated through presentations at state and national conferences attended by speech-language pathologists, audiologists, educators, and special educators, as well as publication in refereed journals and the services of project staff as consultants with regional and local special education personnel.

Grant Number: **H023C950089**

The Development and Evaluation of an Early Intervention Program for Nonreaders and Nonwriters

Project Director: Englert, Carol Sue

Beginning Date: Aug 16, 1995
Ending Date: Aug 16, 1999

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Purpose: To collaborate with teachers on the development, implementation, and evaluation of an integrated curricular approach designed to teach the self-regulated use of comprehension and composition skills and strategies to primary grade students with mild disabilities, particularly those who are nonconventional readers and writers in grades 1-4.

Method: In the first study, comparative and normative data will be collected on primary-grade students with mild disabilities in order to provide baseline information for measuring effects of the experimental curriculum. Over the course of three years, 13 teachers and their 130 students with mild disabilities will participate. Analyses will focus on the short-term and multi-year effects of the curricular approach on teacher's instructional practices, and their special education students' reading and writing achievement, and metacognitive and strategy knowledge. Staff will also study whether gaps between experimental students and their non-learning disabled peers diminish over time. In the second study, the experimental curricular approach will be embedded in language arts and content area subjects to evaluate the effectiveness of the curriculum when it is presented as part of the regular education curriculum. Four regular education teachers in the primary grades, their 16 mainstreamed students with mild disabilities, and all associated regular education students will participate in this study. The performance of mainstreamed students will be contrasted with that of students who continue to receive the curricular approach in special education settings. Pretest and posttest data will be analyzed to determine the effects of the experimental curriculum on learning disabled students' achievement, metacognitive and strategy knowledge, and self-perceived competence. Specific consideration will be given to data providing information on the extent to which *cognitive strategies in the experimental curriculum can be incorporated as part of the "regular" curriculum*, and the relative effectiveness of the curriculum employed in regular education versus special education settings.

Products: At the conclusion of the proposed research, a disseminable curricular approach will be available to advance teachers' knowledge and practice related to the improvement of literacy instruction and the learning of young students with mild disabilities. Yearly reports will be prepared and disseminated to academicians and teaching professionals. An ongoing series of executive summaries will be distributed to administrators and other key personnel of schools in the local service area. Papers will be written, sessions proposed for professional conferences, and consultations with school districts will be made available.

Grant Number: **H023C950111**

Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol

Project Director: Carta, Judith

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

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Purpose: To investigate early elementary school experiences and developmental outcomes of children with documented exposure to illicit drugs during pregnancy.

Method: Cohorts of both drug-exposed and nonexposed children ages 5- 9 years (N=60 children in each cohort) will be followed during their early schooling. Within each cohort, 40 children will have had prenatal exposure to illicit drugs and/or alcohol and the remaining 20 will be a comparison group with no documented exposure. For the first cohort, the proposed work represents a four year extension of a completed two year developmental study. For the second cohort, this study provides an opportunity to replicate and cross-validate developmental trajectories and findings from the earlier research with Cohort 1. Since a wide variety of factors have been found to influence student outcomes and adjustment, measures of prenatal drug exposure, family risk and protective factors, developmental status, child behavior at home and school, environmental factors, academic achievement, and social/emotional adjustment will all be used. Individual testing, observations in the classroom and on the playground, and school archival record searches will be employed to gather data for these measures. Data analyses will be conducted to: (a) examine differences between groups and (b) explore the variance accounted for by drug exposure, independently of other variables, in the prediction of later school success and failure.

Products: Results of the first analytical study (of Cohort 1 from ages 3-9) will be incorporated into preservice training in graduate university coursework. Annual reports will be developed and presentations will be made at national and regional gatherings of professionals, researchers, and educators, as well as articles submitted to professional journals to reach this same audience.

Grant Number: H023C950121

Project VOCABULARY: Understanding Early Growth & Remediation Effects for Students with Disabilities or At Risk of Reading Failure

Project Director: Simmons, Deborah

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Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

Purpose: To (a) increase understanding of the early vocabulary growth of children with disabilities or at risk of reading failure; and (b) investigate parsimonious and efficacious means of remediating vocabulary delay.

Method: Strand I (Measuring and Monitoring Vocabulary Growth) consists of four studies designed to develop and validate a classroom- based measure of vocabulary to monitor growth over the critical period of kindergarten and first grade. The relationship between early vocabulary growth and reading acquisition will also be examined. Strand II (Evaluating the Effects of Strategic Intervention) is comprised of two studies examining the independent and combined effects of incidental and explicit methods of vocabulary learning. This strand of research will further investigate the level and type of intervention necessary to promote and sustain vocabulary growth in students with disabilities or at risk of reading failure. Research will be conducted over a five-year period. Two distinct geographic regions will be included to increase the generalizability of findings. Twenty-four to thirty kindergarten and first grade teachers will participate in each year of the project. Each teacher will nominate four students with learning disabilities or vocabulary delay and four average achieving students. Vocabulary performance will be correlated with the Peabody Picture Vocabulary Test-Revised. Published norm-referenced tests will be used to assess receptive and expressive vocabulary. A classroom-based measure of vocabulary knowledge will be used to assess the depth and breadth of words sampled from project classrooms. The Language Sample Analysis will be used to assess important vocabulary indices emitted by students during natural speech, including mean length of utterance, number of different words, and total number of words. Finally, measures of reading fluency and comprehension will be used to assess reading achievement.

Products: Anticipated outcomes will include: (a) a relevant and useful measure for guaging vocabulary growth in children with disabilities or vocabulary delay; (b) more thorough understanding of the vocabulary knowledge of children in relation to curricular expectations; (c) validated methods to enhance vocabulary growth; and (d) methods of strengthening and supporting vocabulary growth over time. These outcomes will be disseminated through research reports, inservice workshops, curricular materials, and a classroom-based index of vocabulary growth.

Grant Number: **H023C950150**

Life On The Outs - Qualitative Investigation of Resilience

Project Director: Todis, Bonnie

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

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Purpose: To conduct an intensive qualitative investigation of the institution-to-community transition of adolescents with emotional and behavioral disorders who have been incarcerated in the two most secure juvenile correctional facilities in Oregon.

Method: The proposed research will seek to define the variables and events that differentiate those persons who leave the facilities and are successful in their transition efforts versus those who are not successful. This process will contribute to the development and refinement of a grounded theory on resilience and its meaning in the transition experiences of this population. The project will dovetail with and parallel and quantitative study already in process in which staff are gathering extensive data on the demographic characteristics and institutional and transitional experiences of 400-500 male and female adolescents from these facilities. In Phase 1 staff will investigate childhood and adolescent experiences which contribute to resiliency by conducting a life history study of a sample of successful (employed, in school, no re-arrested) and unsuccessful participants from the quantitative project who have been out for 1 to 2 years already. Throughout the five project years staff will continue with longitudinal investigations of their lives in the community, describing and contrasting the characteristics, experiences, and supports of those who do or do not succeed in transitioning into community life. Phase 2 will be a focused exploration of specific factors contributing to resilience, based on interviews with selected informants. In Phase 3 staff will conduct systematic member checks to test the validity of theories of resilience with respondents, interviewees, and knowledgeable others. In Phase 4 staff will prepare the study products for dissemination.

Products: Planned products include: a holistic model of the construct of resilience, based on the experiences and perspectives of participants themselves; and a collection of case studies illustrating the model and outlining the life histories of participants. Extensive efforts will be made to disseminate results and products to other professionals, sites, parents, and consumer groups both regionally and nationally.

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Grant Number: **H023C950172**

Investigation of the Institution-to-Community Transition Experience of Adolescents with Emotional and Behavioral Disorders

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

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Purpose: To conduct a follow-along investigation of the institution-to-community transition of adolescents with emotional behavioral disorders (EBD), and who have been incarcerated for their extreme anti-social behaviors.

Method: Data on roughly 300 to 400 EBD adolescents will be gathered on their release from institutional facilities in the State of Oregon. At referral, demographic, SES, level of service, and social skill rating forms will be completed on each person. Between 3 and 9 interviews will be administered to each individual by telephone at six month intervals. Interview questions will pertain to subjects' vocational, educational, social, independent living, and general community adjustments. Similar interviews will be administered to subjects' parent/guardian and probation/parole officers. Employment data will also be checked yearly with a statewide database. Data will then be examined using logistic regression techniques and LISREL procedures to examine relationships among multiple predictor and outcome constructs.

Products: The project hopes to establish baseline data on the adjustment of individuals exiting these institutions. The participation of key State level administrators is expected to substantially augment dissemination plans. By disseminating information on the findings and procedures employed in this project, the project hopes to instigate similar projects in other regions to improve the adjustment and quality of life among this population.

Grant Number: **H023C970029**

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance

Project Director: Strain, Phillip S.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

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Purpose: This two-phase study of remediation and prevention of aggression in young children with severe emotional disturbance will provide a two-generation study of the initial follow-up cohort and their offspring, along with a replication of the original follow- up work on 100 additional children and families.

Method: The project will recruit a minimum of 80 percent of the original follow-up group and assess various school and social interaction data on the group. School- and family-related outcomes will be assessed and ecological constructs will be measured to provide a complete picture of the environmental circumstances that operate to influence the long-term occurrence or nonoccurrence of aggressive behavior.

Products: The study hopes to identify and determine the early appearing behavioral patterns or family variables that are associated with the best responses to intervention over the 20-year period under examination. Considering the data, the project looks for building the most efficacious, long-lasting models of intervention to reduce the social and personal costs of aggressive behavior and to replicate the results of the model across a diverse population. It hopes to determine the features of future community, school, and home environments that predict the best outcomes, indicating a possible need to modify practices for certain groups.

Grant Number: **H023C970032**

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

Project Director: Als, Heideleise

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

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Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: **H023C970057**

A Nationwide Evaluation of Inclusive Practices and Outcomes in Mainstream Residential Camp and Outdoor School Programs Serving Youth with and without Disabilities

Project Director: Braman, Steve

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

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Purpose: This project will enable the Institute for Career and Leisure Education to work with the American Camping Association (ACA) to conduct a nationwide evaluation of inclusive practices in mainstream outdoor programs with ACA accreditation for children with or without disabilities.

Method: The proposed research aims to investigate the benefits of inclusionary practices with a wide range of learners, and it intends to study inclusion in organized residential programs that provide living and learning experiences, which recent research has proven to positively influence the development of children, youth, and adults with mild to severe disabilities.

Products: The project will create a national network of outdoor school programs that are implementing inclusion. The project should also increase the number and quality of inclusive outdoor residential programs nationwide. The study's combination of quantitative and qualitative data on affect, recreation/living skill level, and social interactions will provide rich and complementary sources of information about the functional outcomes of inclusion. Development and validation of the Inclusive Practices Inventory will provide a new model for the systemic study of inclusion that may have generalizability to other educational and social programs.

Grant Number: **H023C970103**

Risk and Resilience of Behavior and Adjustment Problems in Students with and without Disabilities

Project Director: Pearl, Ruth

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

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Purpose: This study will generate information to develop assessment and intervention strategies that prevent or ameliorate adjustment problems during middle childhood and early adolescence.

Method: The study will examine developmental trajectories of students with disabilities and identify factors that contribute to or buffer against adjustment disorders. It will also identify factors that contribute to subsequent special education placement or severe adjustment problems for nondisabled students.

Products: The study has three expected outcomes: identification of risk profiles, identification of factors that prevent or ameliorate disorder, and information about how classroom social contexts can be manipulated to prevent or inhibit the development of disorder. Findings will help develop an assessment battery, intervention strategies to help prevent adjustment disorders, and school violence prevention strategies.

Grant Number: **H023C970132**

Comprehension and Critical Thinking Instruction for Students with Learning Disabilities

Project Director: Williams, Joanna P.

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Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Purpose: This project intends to investigate the ways in which students with learning disabilities, compared to their nondisabled peers, comprehend and solve problems in content domains that are relevant to the problems they must solve in their own lives related to school, job, and relationships.

Method: The project will use the findings of studies conducted in the development and evaluation of instruction found to be effective in promoting critical thinking in these areas. The specific focus of the project is on the nature of social/personal problems, including constrained problems, in which the information is sufficient to permit a satisfactory solution, and unconstrained problems, where additional information must be introduced and evaluated before a decision can be made. In addition, several different contexts in which a problem can be presented will be compared.

Products: An instructional program based on these studies will be developed and evaluated. The program will teach students to evaluate critically the information to be considered in the formulation of a problem and to use schemas in formulating and solving the problem.

3.

Grant Number: **H023C970134**

Longitudinal Educational and Behavioral Outcomes for Students At Risk

Project Director: MacMillan, Donald L.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

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Purpose: The project is a follow-up study to determine the extent to which students classified by schools as learning disabled in early elementary schools are subsequently differentiated as mentally retarded and severely emotionally disturbed over time.

Method: The project will collect data from students, teachers, and school records to capture experiences during the intervening years between first referral (grades 2-4) and middle school as well as the level of functioning and adaptation in the middle school years.

Products: The extant data set supplemented by the data collected in this project will provide a rare longitudinal examination of the school careers of at-risk children. Data analysis will be used to examine the extent to which changes in eligibility status could have been predicted from first referral data and to characterize those students who shift from learning disabilities to mental retardation and severe emotional disturbance.

Grant Number: **H023C970140**

Teaming with Technology Research Project

Project Director: Heinlein, Ken B.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

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Purpose: Arena Assessment, a transdisciplinary approach to the assessment of infants and toddlers, brings together a team to collectively evaluate a child suspected of having a disability. The proposed project intends to use interactive technology to connect the child with the team in the case of rural locations, where the costs and logistics of sending a team to the site make that approach ineffective.

Method: The Teaming with Technology Project will compare the quality of reports developed by assessment teams when the assessments are conducted in person compared to those conducted through the use of interactive technology. The project will evaluate the reports in terms of their value to parents, professionals involved in the education or family services plans for the child, and those conducting interventions.

Products: The outcomes of the project will be evaluated by specialists in early intervention and by parents. The project intends to follow the infants and toddlers assessed during the project until those children enter the school system, thereby measuring the project's degree of success.

Grant Number: **H023C970148**

Curriculum-Based Measurement: Alternative Assessment to Measure English Reading Proficiency of Bilingual Students

Project Director: Bentz, Johnell

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Illinois
1310 S. Sixth Building 160, Room 288
Champaign, IL 61820
Voice: (217)333-0260

Purpose: This project will investigate the reliability and validity of using a technically sound assessment procedure (curriculum- based measurement) with bilingual Hispanic students. The project will also investigate various means for promoting and enhancing the literacy acquisition of low-performing Hispanic students in elementary school who are bilingual or in the process of learning English and who have learning disabilities.

Method: Using this methodology to monitor the reading achievement of bilingual students, explicit cognitive strategy instruction will be delivered and evaluated for its effectiveness in assisting these students to learn English. The approach is characterized by frequent and direct assessment in the student's own curriculum. In addition to studying the assessment methodology, the research will also systematically investigate various means for promoting and enhancing the literacy acquisition of low-performing bilingual or English-learning Hispanic students in elementary school who also have disabilities.

Products: The project will provide strategies for bilingual educators and bilingual special educators to monitor their students' English reading acquisition.

Grant Number: **H023C970161**

The Socialization of Beginning Special Education Teachers: An Investigation of their Problems of Practice and the Influence of Context

Project Director: Kilgore, Karen

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

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Purpose: This project is an investigation of the socialization of beginning special education teachers in the workplace. The project will pose the following research questions: what are beginning special educators' problems of practice?, and what contextual factors facilitate their efforts to solve those problems?.

Method: Qualitative and quantitative research methods will be used to answer these questions. Ethnographic interviews of beginning special educators will determine what they feel are the most difficult problems of practice. Contextual variables that affect their ability to solve problems will be identified and detailed. Interviews with other persons in the teachers' environment will help identify whom they feel is influential in helping to solve their problems. A survey will reveal the generalizability of the problems, and contextual issues and analyses will show the relationship of the problems of practice to contextual variables.

Products: Findings should be useful to both researchers and practitioners. Such strategies may have an impact on the effectiveness of special education teachers. The project should inform teacher educators as they reform teacher education and policy makers as they develop induction programs for beginning special education teachers.

***Grant Number:* H023C970183**

Vocabulary Acquisition of Young Deaf and Hard of Hearing Children

Project Director: Lederberg, Amy

Beginning Date: Jan 1, 1998
Ending Date: Dec 30, 2000

Georgia State University
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Atlanta, GA 30303
Voice: (404)651-0115

Purpose: This project is designed to provide information about two aspects of early vocabulary development: deaf or hard-of-hearing children's ability to learn new words quickly, and their use of word learning strategies which will be tested in novel word learning tasks. Acquisition of these word learning processes will be compared with vocabulary size and the rate at which children use new words. The project will also determine whether an easily obtained parent-report instrument is useful in assessing these children's vocabulary growth.

Method: Forty deaf or hard-of-hearing children and forty hearing children will participate in a cross-sectional study to compare the children's word learning abilities to their vocabulary knowledge. Children will be followed longitudinally to determine the relations between onset of these abilities and the rate of acquisition and vocabulary size. Performance on language assessment instruments in the cross-sectional and longitudinal studies will be used to validate the parent-report instrument.

Products: Results of this study will provide information that can be used to design more effective interventions for facilitating word learning, and provide professionals with better tools for assessing early vocabulary development.

Grant Number: **H023C970195**

Alternative Mathematics Assessment for Students with Mild Disabilities

Project Director: Parmar, Rene S.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

St. Johns University
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Jamaica, NY 114 39
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Purpose: This project is a three-year program of research on the validity and reliability of alternative assessment in mathematics in relation to teaching practices. The target group will be students with mild learning disabilities, developmental delays, and behavior disorders.

Method: Students with mild disabilities in grades kindergarten through eight will be the primary participants. Comparisons will be made across groups of students, teachers, topics, and levels of complexity of assessment tasks. Statistical analyses and analyses based on ethnographic techniques will be conducted on the project data.

Products: Research findings will be disseminated locally through schools and districts and nationally through conferences and professional meetings. A compilation of alternative assessment activities (in the form of a manual) based on empirical research, along with scoring schemes and interpretation guidelines, will be made available to the professional community.

Grant Number: **H023C970220**

The Influence of Real-Time Frequency Transposition on the Development and Refinement of Skills of Articulation in Severely and Profoundly Hearing Impaired Children: Reliability and Significance

Project Director: Hull, Raymond H.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1999

Wichita State University
Communicative Disorders Sciences
1845 Fairmount
Wichita, KS 67260-0075
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Purpose: The purpose of this two-year study is to compare the influence of real-time frequency transposition with that of conventional hearing aids in the development or refinement of articulatory skills among two groups of children with severe-to-profound-hearing loss, as an outgrowth of a previously funded one-year project. Frequency transposition allows one to take advantage of the generally better hearing in the lower frequencies found among most severely hearing impaired children by transposing the higher frequency sounds to the lower frequencies so that a broader spectrum of sound can be heard.

Method: The study will compare the development and refinement of articulatory skills in two groups of children who possess nearly equal degrees of severe-to-profound hearing loss. A control group will use conventional amplification while an experimental group will use real-time frequency transposition; both groups will be engaged in conventional individual articulation therapy.

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Products: The study may result in important information on an amplification system that can provide an avenue for advanced levels of hearing for otherwise impaired children. Frequency transposition has the potential to fill a niche between conventional hearing aids and the cochlear implant. The ultimate goal is to provide children a greater opportunity to reach the optimal potential in their developmental, school, educational, and vocational lives through enhanced speech intelligibility.

Grant Number: H023C970230

Upgrading Preparatory Work to Augment Reading Development: UPWARD for Students with Disabilities

Project Director: Fuchs, Douglas; Fuchs, Lynn

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Vanderbilt University
Peabody College Kirkland Hall, Room 512
Nashville, TN 37240
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Purpose: The project, Upgrading Preparatory Work to Augment Reading Development (UPWARD) for Students with Disabilities, is to develop an effective and efficient multi-faceted program for providing students with disabilities intensive phonological awareness and other early literacy instruction within general kindergarten classrooms.

Method: In the first year, a large experimental study will investigate the effects of a highly structured, classwide cross-age tutoring program in which second graders tutor kindergartners three times weekly. Researchers will examine the effects of phonological awareness on the kindergarten children. These children will be followed through first and second grades to examine their reading development and that of the tutors. In the second year, the project will study the effects of the parent program developed during the first year on phonological awareness and other emergent literacy skills of the children. In the third year, a study will investigate how the classwide cross-age tutoring and parent programs operate separately and together to enhance learning for children with disabilities.

Products: UPWARD will help validate classwide cross-age tutoring procedures and parent programs for delivering phonological awareness and other emergent literacy skills instruction in the context of general kindergarten classrooms to enhance the reading development of students with disabilities. Research reports and training manuals will disseminate the research findings and broaden the project's impact.

Grant Number: **H023C970231**

Attention Deficit Hyperactivity Disorder-Early Identification Research Project

Project Director: Fewell, Rebecca R.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1999

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Purpose: The goal of this research project is to determine whether certain behaviors observed in children under three years of age are predictive of Attention Deficit Hyperactivity Disorder (ADHD) behaviors at five and eight years of age.

Method: The project proposes an extensive investigation of the presence of ADHD and related behaviors in low birth weight, at-risk children. The investigation draws upon the archived data of a previous program, enabling the researchers to use the observed behavior of studied children and to link coded observations to already gathered longitudinal data. The link to the study will enable the project to determine whether early interventions had an impact on the behavior of very young children.

Products: The project will identify behaviors predictive of ADHD symptoms at a very early age, which would assist early interventions before the negative impact on cognitive, social, and emotional development occurs.

Grant Number: **H324C980013**

Observation of Activities and Tasks of Paraprofessionals in Inclusive Elementary Classrooms

Project Director: Werts, Margaret

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Allegheny University of the Health Sciences
Child and Family Studies Program
320 East North Avenue
Pittsburgh, PA 15212
Voice: (412)359-1629

Purpose: The purpose of this project is to determine what is occurring in elementary classrooms by assessing the nature of the activities, roles, and functions of paraprofessionals assigned to assist children with disabilities in general education, elementary classrooms; validating observed activities, roles, and functions of paraprofessionals assigned to general education, elementary classrooms that include a child with disabilities; assessing the efficacy to training paraprofessionals using a description of activities as a basis for change; and developing and disseminating a monograph describing the patterns of use of paraprofessionals.

Method: A quantitative, interval-based observation of paraprofessionals and children with moderate to severe disabilities in 36 primary and intermediate elementary classrooms between urban, rural, and suburban schools will be conducted. Interviews with participating teachers and paraprofessionals will be conducted to elicit suggestions and recommendations for behavior and training.

Products: Results will yield descriptions of patterns of paraprofessional behavior which will be validated for their generalizability through a national survey of teachers and paraprofessionals. A monograph describing the extant and desirable practices will be disseminated through several mechanisms.

Grant Number: **H324C980032**

Project SEARCH: Special Education as Requirements in Charter Schools

Project Director: Ahearn, Eileen
Beginning Date: Apr 1, 1998
Ending Date: Mar 31, 2001

National Association of State Directors of Special Education
1800 Diagonal Road Suite 320
Alexandria, VA 22314-0000
Voice: (703)519-3800

Purpose: Project SEARCH (Special Education as Requirements in Charter Schools) is a qualitative research study designed to respond to the need for clarifying information about the implementation of special education in the nation's charter schools.

Method: A qualitative research design has been selected based on the research team's experience studying the charter school movement and its relationship to special education. Two major types of data gathering strategies will be used: structured phone interviews and site visits. A sample will be drawn from each of the 15 states in which charter schools have been in operation for at least one year. Instruments will be developed using information from prior studies by Project SEARCH researchers, combined with the preliminary results of the National Study on Charter Schools and other federally funded research.

Products: A set of policy recommendations will be developed and presented for review and validation at a meeting of federal, state, and district level general and special educators, parents, and representatives of charter schools. The recommendations will be disseminated through the Association's extensive network of organizations and individuals.

Grant Number: **H324C980034**

Identifying and Predicting Successful Outcomes of Interagency Coordination

Project Director: Harbin, Gloria L.
Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
CB 4100 Bynum Hall
Chapel Hill, NC 27599-4100
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Purpose: This study will identify and predict the outcomes of interagency coordination of services for families with children with disabilities ages birth to five. The study will seek to identify and validate the particular outcomes for effective interagency coordination and collaboration, the factors that influence interagency coordination at the community level, the scope of interagency decision-making at the community level, and the specific factors that predict particular outcomes of interagency coordination.

Method: The research strategy will use a single state to hold state policy constant and will collect data describing the functioning levels of local interagency coordinating councils, barriers and facilitators to coordination, and similarities and differences in agencies' organizational structure and personal relationships. In order to implement a multi-leveled approach to the identification of outcome variables, investigators will use focus groups representing various populations and professional groups.

Products: The results of this study will yield information to help decision makers at the community, state, and federal levels. By disseminating this study's findings to diverse audiences, the information will enable the creation of more effective policies and the use of strategies at all levels which will enable better cooperation and delivery of services.

***Grant Number:* H324C980039**

Prereferral Assessment and Tutorial Intervention for Students with Reading Disabilities

Project Director: Vadasy, Patricia F.

Beginning Date: Aug 1, 1998
Ending Date: Jul 31, 2003

Washington Research Institute
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Purpose: This project will apply research on phonological skills in a specialized prereferral and intervention package by investigating the validity of prereferral assessment procedures and the effectiveness of intervention delivered by nonprofessional tutors for primary-aged students with possible learning disabilities. The research objectives are to develop and test a prereferral process to identify students with special problems in beginning reading and investigate an individual tutoring treatment for students who have been identified with beginning reading problems.

Method: A 5-year longitudinal design with repeated measurement of multiple cohorts will be used. The study will examine the nature of an "extraordinary" treatment, such as providing individual tutoring early to enable students to catch up with their peers, and the feasibility of its implementation in typical urban school settings. The study will examine a remedial program, Sound Partners, to extend phonological awareness instruction to first and second grade students. Program variables to be studied include the intensity, timing, and components of instruction. A total of 170 students will receive the intervention. All students will be drawn from elementary schools in the Seattle School District from neighborhoods with high enrollments of low-income and minority students.

Products: Products of the project will be a prereferral screening and assessment procedure to predict reading disabilities in primary-age students; a first- and second-grade tutorial reading intervention, including versions for use by peer tutors; and journal articles and presentations on project findings.

Grant Number: **H324C980058**

Social Competence in Early Childhood: Effects of a Specific Curriculum Focus

Project Director: Bruder, Mary Beth

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Connecticut Health Center
School of Medicine, Pediatrics
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Farmington, CT 06030
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Purpose: This field initiated research project will examine the effectiveness of a social competence curriculum on the behavioral outcomes of young children (24-48 months) with disabilities and their families in Connecticut.

Method: The curriculum will be based on a model of social competence proposed by Guralnick (1992). Fifty children will be enrolled in the study, 25 being randomly assigned to the curriculum group. The children will receive intervention in natural group environments in the community (e.g., day care). These settings are currently being used in Connecticut as sites in which to deliver early intervention and preschool special education. The group of 25 children who will not receive the curriculum, will receive intervention according to their IFSP or IEP. In contrast, the curriculum group will have their IFSP/IEP objectives and services embedded in a social competence curriculum. Evaluation of outcomes will occur every six months, beginning when children enter the study at 24 months and exit at 48 months. Outcome measures will focus on indices of child status, family status and service characteristics. Child indices will include developmental and behavioral measures, including social competency measures. Family indices will include social support measures, and community resources measures.

Products: Service characteristics will include descriptions of the intervention settings, staffing qualifications and patterns, service type and intensity (e.g., therapies) and involvement and integration of health and social services.

Grant Number: **H324C980061**

Teacher Learning Cohorts: Moving Teachers Towards Inclusion

Project Director: Sindelar, Paul T.

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Florida
219 Grinter Hall
Gainesville, FL 3 2611
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Purpose: To remedy the problems associated with teachers' insufficient opportunities to work collaboratively and grow professionally, this project will work with urban schools to develop Teacher Learning Cohorts (TLCs). This project represents an effort to reach other urban schools in Jacksonville and other areas to advance the inclusion agenda in Florida.

Method: The project will solicit four schools to participate in the Teacher Learning Cohort intervention. During the first year of the project, two groups of TLCs will be developed in each of two urban schools chosen by Duval County; two additional schools will act as control schools. Midway through the second year, two additional schools will be involved in the TLC treatment. Case studies and quantitative research will be constructed through surveys, interviews, classroom observations, achievement testing, and participant observation.

Products: This project will provide a model for collaborative professional development that: fosters and improves the knowledge and practice of participating teachers; enhances the education of students with disabilities by reducing referral rates to special education; increases classroom teachers' abilities to educate students with disabilities effectively in their own classrooms; provides documentation for other professionals about team building and other professional development skills; and provides documentation of how teacher educators can work effectively with urban schools to improve instructional practices.

***Grant Number:* H324C980075**

A Longitudinal Study of the Policy Outcomes Associated with State Legislation for Reforming Special and General Education

Project Director: Hasazi, Susan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Vermont and State Agricultural College
Department of Education
340 Waterman Building
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Purpose: This four-year longitudinal study will explore the degree and manner in which outcomes associated with the initial implementation and intent of Vermont's Act 230 — under which state schools were to establish comprehensive systems of educational services to increase the capacity of general education to meet the diverse needs of students with and without disabilities and to stabilize state-funded special education expenditures — have been adapted and sustained over time, and to identify factors which appear to promote or inhibit the sustainability of these outcomes at both individual and systemic levels.

Method: This current study follows up on a statewide evaluation that examined outcomes associated with the initial implementation of Act 230. It will use a multifaceted research design incorporating qualitative and quantitative data collection and analysis procedures. Five substudies will examine different aspects of the longitudinal implementation of Act 230 and will enable the study's overall purpose and research questions to be addressed.

Products: Preliminary analyses of the data will be shared with teacher collaborators, study participants, and other stakeholders through focus group meetings and state level policy forums. The final year of the project will be devoted to preparing final reports of all findings and disseminating these to policy makers, educators, researchers, and family members in Vermont and throughout the nation.

Grant Number: **H324C980080**

The Impact of Setting Events on Aggressive Behavior and Social Interactions of Students with Emotional and Behavioral Disorders and Their Teachers: Development and Evaluation of Setting Events Assessment Procedures

Project Director: Shores, Richard

Beginning Date: Apr 1, 1998
Ending Date: Mar 31, 2001

University of Kansas
Institute for Life Span Studies Center for Research, Inc.
1052 Dole
Lawrence, KS 66045
Voice: (316)421-6550

Purpose: The purpose of this project is to investigate the impact of home, school, and personal setting events on the classroom behavior of students with emotional and behavioral disorders who also have a history of aggressive behavior.

Method: The project will develop and validate procedures to assess setting events. Development activities will include creating a panel of experts and consumers who will aid in producing a questionnaire to assess interpersonal states and environmental states that may be temporally distant from the students' aggressive behavior. Development and reliability testing of the procedures will be completed by the second year and from that time validity studies will be conducted to assess the predictability of the procedures in identifying setting events that influence the students' aggressive behavior and social interactions in the classroom.

Grant Number: **H324C980087**

Team Member's Sense of Self-Efficacy and Inclusion of Students with Augmentative Communicative Needs

Project Director: Goetz, Lori

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Voice: (415)338-6230

Purpose: This 3-year research effort will evaluate the effectiveness of a multi-component intervention package to increase team members' sense of self-efficacy, with an expected collateral increase in the social and academic participation levels of students with severe disabilities who use augmentative and alternative communication systems (AAC).

Method: The project will employ a variety of research methodologies. During the first year, three focus groups will provide qualitative data on perceptions of factors affecting the inclusion of students with severe disabilities and AAC needs. A survey instrument will be developed and field-tested to form a reliable and valid self-efficacy instrument. During the second year, four inclusion teams representing the demographic diversity of California will participate in a multiple baseline time series study to evaluate a three-component intervention package designed to provide knowledge and experience in the development of AAC systems and in strategies to promote interactive exchanges and active participation of the AAC user, resulting in a participation plan for each focus student. The third year will see outreach efforts made to eight additional sites.

Products: Anticipated direct and collateral outcomes of the project include increased inclusion team member sense of self-efficacy, increased social and academic participation of the focus students in the general education classroom, and participant satisfaction with the process and the results. The project will also result in an instrument to measure team members' sense of efficacy. This project will thus provide a sound empirical base for understanding how to achieve full inclusion of AAC users in the regular classroom.

Grant Number: H324C980092

Neuropsychological Development of School-Age Children Prenatally Exposed to Cocaine

Project Director: Marques, Paul

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2002

National Public Services Research Institute
8201 Corporate Drive Suite 220
Landover, MD 20785
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Purpose: This project will determine the extent to which known levels of late trimester cocaine-exposure contribute to the developmental status of nine-year-old children. A longitudinal follow-up on children with known exposure levels will be examined relative to a group of children who were not exposed to cocaine and who are matched on gender, and age of mother. The developmental status and school behavior of the children will be studied in conjunction with environmental variables thought to be important factors in both early birth and later developmental outcomes to assess the importance of cocaine-exposure as one of the determinants of developmental status.

Method: Multivariate analyses will be conducted to estimate the relative risk of the two groups for both unique and combined developmental delays, to identify maternal and enviromental covariates which may explain variance in the higher risk cohort, to evaluate teacher reports on child behavior at the age of nine, and to determine through multivariate procedures the strongest predictors of these outcomes.

Products: The project will determine and describe the developmental status of two groups of nine-year-old children (low-cocaine-exposed and low-non-illicit-drug-exposed) in the areas of intelligence, academic achievement, language, attention, behavior, fine motor functioning, and physical development. A model will be developed to identify antecedent factors and latent variables which account for developmental status and school performance. The model will include multiple predictors such as exposure to drugs and family factors.

Grant Number: **H324C980108**

Communicative Development in Deaf, Hard of Hearing and Hearing Spanish-Speaking Children

Project Director: Yoshinaga-Itano, Christine

Beginning Date: Jun 1, 1998
Ending Date: May 31, 2001

University of Colorado
Department of Speech, Language and Hearing Sciences
Campus Box 19
Boulder, CO 80309-0019
Voice: (303)492-6445

Purpose: This research has been designed to extend the study of linguistic, cognitive, and social development established for the English-speaking population of deaf and hard-of-hearing children in Colorado to include the Spanish-speaking population of children with similar disabilities.

Method: The study will include instruments with established high measurement qualities, including instruments translated into Spanish and modified for use in a previously funded project with the Spanish-speaking children from 9 to 33 months. Further modification will allow for extension of measure to ages 34 months through 6 years.

Products: In order to assess the efficacy of intervention and to develop predictors, five studies will be completed. The first study will provide measurement documentation and evaluate relationships for normal hearing Spanish-speaking children (ages 36-72 months) with reference to linguistic and cognitive development. The second study will compare measures for 20 Spanish-speaking deaf or hard-of-hearing children with norms from the first study. The third study will include comparisons of the measure from Study II to peers from English-speaking homes. A fourth study will compare the total Colorado sample of Hispanic deaf or hard-of-hearing children from English-speaking homes to peers who are non-Hispanic. The last study will develop models predicting outcomes based on longitudinal samples for both Spanish-speaking and English-speaking Hispanic populations.

Grant Number: **H324C980115**

Resilience in Students with Traumatic Brain Injury (TBI): A Longitudinal Investigation

Project Director: Glang, Ann

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2003

Western Oregon University
Teaching Research Division
345 N. Monmouth Avenue
Monmouth, OR 97361
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Purpose: This project will track post-secondary outcomes for students with traumatic brain injury (TBI) and will identify factors that contribute to resilience in these individuals. Project results will allow educators and community service providers to concentrate resources on those interventions that promote successful adult adjustment.

Method: The project will employ quantitative and qualitative research methodologies. A subject sample of 120 secondary students with TBI will be chosen, representing characteristics that are crucial to the investigation of resilience in this population. Data gathered from the measures during the project will be summarized and comparisons of transition outcomes will be conducted. To gain a greater understanding of the interaction of factors on resilience in individuals with TBI and to document the effect of special education interventions, qualitative data will also be collected on what specific factors appear to contribute to or impede resilience.

Products: The detailed, longitudinal information about outcomes for students with TBI will be useful to educators, community service providers, employers, and medical personnel throughout the country. Educators, students with TBI and their families will benefit from information about the type of school-based services that are beneficial to students with TBI when they reach adulthood. The qualitative component of the project will yield information about specific features of these services and details of their implementation that enhance their effectiveness.

Grant Number: **H324C980118**

Preventing Reading Failure in At-Risk Kindergarten Children

Project Director: McKinney, James D.; Schumm, Jeanne

Beginning Date: Aug 15, 1998
Ending Date: Aug 14, 2002

University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 33124
Voice: (305)284-2891

Purpose: The purpose of this project is to prevent the development of reading disability and related problems in at-risk, disadvantaged minority student, preventing their placement in special education. The project will partner with two elementary schools, one predominantly serving Hispanic children, and the other African-American children. Kindergarten teachers in these schools will work with project staff to implement a research-based phonological awareness program in their classrooms.

Method: Participating kindergarten teachers will be taught the research-based intervention and will design their own lesson plans based on the intervention manual but tailored to their own needs and situations. Kindergarten children will be screened to assess their risk for reading failure and then randomly assigned to experimental and treated control groups, and the teacher will implement the intervention. The two groups of children will be assessed with multiple measures in kindergarten, first, and second grades.

Products: Expected outcomes and products will include direct benefits for 160 disadvantaged minority children with regard to reading mastery, possibly more if the intervention is sustained over time, and participating kindergarten teachers will gain enhanced knowledge and skills. "Teacher evaluated" lesson plans will be published, as will an accompanying teacher manual related to the intervention.

Grant Number: **H324C980133**

Maximizing School Adjustment for Students with Learning Problems Making the Transition into Middle School

Project Director: Wenz-Gross, Melodie

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Massachusetts - Boston
Center for Social Development and Education
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Purpose: This project addresses a major priority of IDEA—to develop innovative approaches and strategies that enable children with disabilities to make effective transitions between educational settings and improve educational and transitional results for students with disabilities at all levels. It will follow and intervene with approximately 350 fifth-grade students with learning problems and their general education classmates as they move into middle school.

Method: The research design includes two waves of fifth-grade cohorts, plus a baseline control group of sixth graders and seventh graders drawn from six participating middle schools prior to any interventions. Students will be involved in one of three intervention conditions (randomly assigned to individual student-focused interventions, school-wide interventions, or both) that start in fifth grade and continue into sixth grade. First wave cohorts will be assessed for short-term (end of sixth grade) and sustained (end of seventh grade) effectiveness of the three intervention conditions. Second wave cohorts, drawn from the classes a year behind the first wave cohorts, will be involved in interventions that are implemented by the schools themselves, providing information regarding the ease with which the interventions may be implemented and sustained by the schools alone.

Products: The project will help provide answers regarding the effectiveness of the intervention components on the stress, social support, and school adjustment of students with learning problems and without. It will provide information about the sustainability of the school changes that are brought about by the intervention component and the overall role that teachers and parents can play in enhancing the potential for better school adjustment.

Grant Number: **H324C980137**

Project ANSER: Addressing the Needs and Supports of Educational Reform for Students with Disabilities

Project Director: Yell, Mitchell

Beginning Date: Aug 21, 1998
Ending Date: Aug 20, 2001

University of South Carolina
College of Education
Programs in Special Education
Columbia, SC 29208
Voice: (803)777-5743

Purpose: This project, a cooperative effort among several universities, will systematically investigate reform in the public schools, specifically focusing on how reform efforts affect students with disabilities.

Method: The first stage of the project will identify characteristics, barriers, practices, and human and material resources necessary for effective school reform. Stage two will focus on the effects of reform on school and classroom climate, including effects on teacher and administrator attitudes, instruction, student behavior, and student achievement in general and special education.

Products: In stage three of the project, empirically derived modules will be developed for training administrators about creating and implementing school reform.

***Grant Number:* H324C980138**

In-Reach: An Investigation of a Collaborative Transition Model from NICU to Early Intervention

Project Director: Boyce, Glenna C.

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2001

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Early Intervention Research Institute
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Logan, U T 84322-6580
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Purpose: This project will create a clearer understanding of how Part C eligibility requirements are used in the decision making process to determine placement of Neonatal Intensive Care Unit (NICU) graduates; provide a seamless, family-friendly transition model from NICU to home and Part C services; and provide an intervention model designed to support mutual competence between parent and child, to enhance parent-child relationships, and to build parent self-confidence in understanding the needs of the child.

Method: A quasi-experimental research design will use both quantitative and qualitative methodologies (mixed-methods design) to examine the processes and outcomes of the investigation of between-group differences across three cohorts of subjects. The project will incorporate participatory action research methodology. An advisory consortium, including hospital staff involved with NICU activities, parents, representatives from the state and local Part C agencies, and Early Intervention Research Institute staff, will be involved in all phases of planning, implementing, and disseminating project activities.

Products: The products will include end-of-year reports, summaries of intervention and training evaluations, dissemination of findings via conference presentations/manuscripts, training materials, manuals, and videos for general replication of the model by early intervention programs.

Grant Number: H324C980139

School-to-Work Connections: Non-Traditional Career Opportunities for Females with Disabilities

Project Director: Kohler, Paula; Chadsey, Janis

Beginning Date: Aug 21, 1998
Ending Date: Aug 20, 2001

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Purpose: This project will explore female participation in nontraditional vocational education, an area where research on the participation and outcomes for females with disabilities is virtually missing from the literature.

Method: The project will consist of six studies over a three-year period. The research will identify factors that contribute to and predict the successful participation of females with disabilities in nontraditional vocational education programs, and it will explore the relationship between participation in nontraditional vocational education programs and post-school outcomes. The project will investigate the factors relating to facilitating success for this population and the relationship between these factors and specific post-school outcomes. It will identify the specific barriers that females with and without disabilities have encountered in nontraditional programs and strategies they used to overcome those barriers.

Products: In order to link this research to practice, a consulting team will develop a specific set of recommendations for the National School-to-Work Office and the Illinois State Board of Education that includes problem-specific strategies, target audiences, responsibilities of state agencies, impact, and evaluation measures.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

Project Director: Simmons, Deborah

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2003

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Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: **H324C980163**

Mastery Project: To Reduce or Prevent Serious Emotional Disturbance among Preschoolers with Significant Behavior Problems by Providing Comprehensive Classroom and Family Intervention using a Transagency Service Delivery Model

Project Director: Woodruff, Geneva

Beginning Date: Aug 1, 1998
Ending Date: Jul 31, 2001

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Purpose: The purpose of this project is to reduce or prevent serious emotional disturbance among preschoolers, thereby reducing the need for more restrictive and expensive special educational services. Intensive on-site consultation/intervention will be provided by professionals and parent consultants to teachers/staff of preschoolers with significant behavior problems and their families. Interventions will include: individualized service plans, individual and classroom-based behavior management, social skills training, parent behavior management training, family support, and coordinated formal and informal community-based services. Services will be designed, implemented, and evaluated using a family-centered/wraparound/transagency approach.

Method: Over the course of the project, approximately 100 preschoolers with significant behavioral problems at risk for serious emotional/behavioral disturbance will be assigned to either an Evaluation Only Control Group or an Intervention Group, with half of the sample drawn from Massachusetts and half from North Carolina Head Start programs. Child, family, staff/teachers, and system outcome measures will be obtained prior to the intervention, at the end of the school year, at one year follow-up for 100 children, and at two year follow-up for 50. Multivariate analyses of variance and regression analyses will be conducted to determine positive outcomes of the intervention program measured over a period of time, child and family factors that increase or mediate risk or resilience for these children, and whether an effective transagency process of service delivery can be established for preschoolers with significant behavior disorders.

Products: Participation in the parent training component will result in increased parenting skills and a greater understanding of their child's strengths and needs. As a result of the transagency service delivery model, families will have a greater voice in the design and provision of educational and supportive services, and a greater knowledge of community supports and how to access them. Teachers will increase their knowledge of children at-risk for serious emotional disturbance and how to use the transagency approach with new children entering the program. Data regarding the efficacy of the transagency model will advance knowledge about the coordination of education with health and social services. Benefits for the children, families, professionals within training sites, their communities, as well as the larger professional community and the public, include training for school personnel to implement a proven early childhood service model and best practice intervention strategies.

Grant Number: **H324C980165**

In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students

Project Director: Harry, Beth

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

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Purpose: This project will develop research to understand and explain how the processes used to identify, assess, and place students in high-incidence special education programs may contribute to the overidentification and overrepresentation of ethnic minority students in such programs. The project will identify referral and placement decision-making processes that successfully prevent overidentification and overrepresentation while also providing beneficial educational outcomes for students.

Method: This research will be conducted as a three-phase process, moving from a description of county-wide placement rates and referral/placement policy, to an examination of the implementation of the referral/placement policy in 12 schools, to individual case studies of 12 students. During Phase 1, data collection will occur on placement rates and policy in the six administrative regions of DCPS by examining figures and policies, and by interviewing special education administrators. During Phase 2, data collection will occur on placement rates and processes in 12 schools including four predominantly Black (including African American and Haitian), four Hispanic (mixed nationalities), and four mixed populations. From each ethnic cluster, selection of two schools with high rates of special education placement and two schools with low rates will take place.

Products: In-depth case studies of 12 students will be conducted. Data collection will include interviews with students, families, and relevant school personnel, as well as observations of applicable school processes (such as classrooms, placement meetings). A theory will be developed that explains the processes used to identify, assess, and place students in high-incidence special education programs contribute to the overidentification and overrepresentation of ethnic minority students in such programs. A set of recommendations for an exemplary referral and decision-making process also will be developed.

Grant Number: **H324C980167**

Improving the Social Adjustment of Students with Mental Retardation: An Intervention Based on a Social Information Processing Model

Project Director: Siperstein, Gary N.

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

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Purpose: The goal of this research project is to implement and assess an intervention that is based on the social information processing model and that is designed to improve the social adjustment of children with mental retardation in regular education settings.

Method: The project will follow 120 students with mental retardation as they progress through third, fourth, and fifth grades. Sixty students will receive a comprehensive intervention which includes individual, small, group, and class-wide activities. In each of the three years, children will undergo a process of assessment/intervention/assessment. Teachers will receive training and technical assistance to enable them to implement the small-group and class-wide components, while project staff will implement the individual instruction. Students' improvement in social behavior, social relationships, and social information processing skills will be assessed, taking into account child and classroom characteristics.

Products: Social adjustment is a central goal of inclusion, and the model of social information processing developed by this project will help to serve as the basis for nationally implemented interventions with at-risk children.

Grant Number: **H324C980174**

Observations of Activities and Tasks of Paraprofessionals in Inclusive Elementary Classrooms

Project Director: Werts, Margaret G.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: The purpose of this project is to determine what is occurring in elementary classrooms staffed by both a teacher and a paraprofessional. Four objectives will be addressed: 1) to assess the nature of the activities, roles, and functions of paraprofessionals assigned to assist children with disabilities in general education elementary classrooms; 2) to validate observed activities, roles, and functions of paraprofessionals assigned to general education elementary classrooms that include a child with disabilities; 3) to assess the efficacy of training paraprofessionals using a description of activities as a basis for change; and 4) to develop and disseminate a monograph describing the patterns of use of paraprofessionals.

Method: A quantitative, interval-based observation of paraprofessionals and children with moderate to severe disabilities in 36 classrooms will be conducted. Interviews with participating teachers and paraprofessionals will be conducted to elicit suggestions and recommendations for behavior and training.

Products: Results will yield descriptions of patterns of paraprofessional behavior which will be validated for their generalizability through a national survey of teachers and paraprofessionals. A monograph describing the extant and desirable practices will be disseminated through several mechanisms.

(84.023D and 84.324D)
Directed Research Projects

Grant Number: **H023D970100**

Building Capacity for Reform: Creating High Performing Schools for ALL Students

Project Director: McLaughlin, Margaret

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project extends the research of the Center for Research on the Impact of General and Special Education Reform of the University of Maryland. The University will conduct a three-year longitudinal study of two schools in each of three school districts that are actively implementing state of local reform efforts. The project will extend previous research to focus on individual schools, outcomes of students with disabilities, and their access to curriculum.

Method: Based on "beacons of excellence" criteria, the individual schools within each district will be intensively studied to monitor student progress and to describe factors that have contributed to the school's capacity to produce exemplary results. The study will identify, validate, and apply criteria defining "exemplary results" for students with disabilities. It will help document and describe critical organizational and instructional features of exemplary schools and districts.

Products: The school districts in the study are involved in implementing new content and student performance standards and a comprehensive program of traditional and performance assessments used for school and student accountability. This project will contribute to these programs by developing and disseminating a framework for building the capacity of the schools to achieve exemplary results for all students and by helping to develop ways to enhance regulatory and fiscal flexibility across programs and within schools.

Grant Number: **H023D970102**

Beacons of Excellence: Achieving Exemplary Results for Students with Disabilities in Secondary Education

Project Director: Wallace, Teri

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: The purpose of this project is to study how policies, procedures, curriculum, staffing, school climate, support services, community involvement, and other factors contribute to student success at secondary schools that obtain exemplary results for all students, including students with disabilities.

Method: In this directed research project, the Institute on Community Integration intends to develop criteria for identifying secondary schools achieving exemplary results for students in general and special education. It will conduct a national search to identify schools that have been successful in serving students in targeted outcome areas and it will identify and examine the factors relating to achieving exemplary learning results specifically for students with disabilities.

Products: The project will communicate and disseminate the findings to professionals, family members, and others, in order to impact the learning results of youth with disabilities in secondary schools. The project will link with national programs recognizing excellence to provide guidelines for integrating the education of students with disabilities into their selection criteria. Through its link to the Council for Exceptional Children, the project will extend its connection to a diverse group of associations and networks to facilitate the broad-based acceptance, promotion, and adoption of knowledge and practice to improve learning results for youth with disabilities in secondary education across the country.

Grant Number: **H023D970106**

Beacons of Excellence: Case Studies of Inclusive Urban Middle-Grade Schools

Project Director: Morocco, Catherine C.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project will identify and study three high-performance, inclusive urban middle schools in order to illuminate the factors that contribute to exemplary learning outcomes for students with disabilities, within a rigorous curriculum.

Method: The project will identify the critical features of middle schools that support exemplary learning results for students with disabilities, how students with different disabilities experience the curriculum and daily life in these schools, the impact of the curriculum on their learning, and the contextual factors in the district and community that contribute to or impede the schools from achieving positive learning results for students with disabilities.

Products: During its first year, the project intends to publish a call for applications and to conduct validation site visits. In the second year, multicultural research teams will develop case studies collaboratively with three schools by surveying teachers and students, identifying district assessment policies, shadowing individual students, collecting samples of curricula and student work, talking with parents, and interviewing staff. Products to be developed will include case studies, a video, an observation format, and an online "virtual tour" and will be disseminated for practitioner, parent, and policy audiences to help young urban adolescents with disabilities succeed socially and academically.

***Grant Number:* H023D970107**

Beacon Schools of Excellence: Replicating Exemplary Practices

Project Director: Carnine, Douglas

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

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Purpose: This project proposes a three-phase procedure to identify high-performing or "beacon" schools at the elementary level, grades 1-5, to identify factors contributing to the academic success of students with disabilities in the context of exemplary learning results for all students, and to develop and disseminate procedural information intended to operationalize the practices in the schools identified as exemplary and to provide criteria to evaluate such practices.

Method: Educational practices will be examined at three levels: school, classroom, and individual student. Comparisons will be made between high-and low-performing academic environments relative to each level in order to identify the practices most highly related to the academic success of all students. The project will focus on schools within the lower sociometric status range, where schools face the most difficult challenges when educating students.

Products: The project intends to develop a procedure-implementation manual operationalizing the practices in the exemplary schools and provide a means through which program evaluation of such practices can be achieved. It also intends to replicate the identified factors and established procedures within low-performing school environments, helping to ensure the integrity of the implementation procedures, to provide validational support for the importance of the identified factors.

Grant Number: **H023D970203**

Families and Schools Together: An Experimental Analysis of a Parent-Mediated Early Intervention Program for Elementary Children

Project Director: Kratochwill, Thomas; McDonald, Lynn; Levin, Joel

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

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Purpose: This project proposes a three-year experimental study of a multifamily, early intervention program called Families and Schools Together (FAST) to support the special education goals of children with emotional disabilities, by engaging low- income, frequently stressed, and socially isolated families in ongoing involvement with schools.

Method: The FAST project intends to increase accessibility of services by developing a partnership with parents of children who may be pre-referred for special education services for children with emotional disabilities and, for families under stress, developing a social support network and other protective factors that may reduce the number of emotional and behavior difficulties of the children, reducing also the number of referrals to special education. Each year approximately 30 participants and their families will receive the FAST program in one of three cycles. Data from direct observations of classroom behavior will be collected by trained observers and analyzed in terms of family involvement, emotional and behavioral status, and academic and social performance.

Products: This proposed research project has the potential to impact the science and practice of intervention with all students displaying emotional and behavioral difficulties in the classroom. It will work to increase appropriate parent involvement and decrease the likelihood that children showing signs of emotional and behavioral difficulties are placed into special education. The use of FAST as a family-centered pre-referral intervention service is expected to increase partnership and accessibility of special education services to low-income families and to increase children's resiliency, improve social behavior and academic performance, and allow children to maintain their regular education placements.

Grant Number: **H023D970301**

VCURRTC SSI Information Project

Project Director: Kregel, John

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2001

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Purpose: This project of the Rehabilitation Research and Training Center is a collaboration among a minimum of 20 local school districts in five different states in a four-year effort to examine barriers to employment for young adults receiving SSI benefits. It intends to develop strategies and materials to promote the utilization of work incentives through the transition planning process and to apply qualitative and quantitative research methods to determine the relative effectiveness of strategies employed by this project.

Method: Transition programs in five states have agreed to participate in project activities. In each state, staff from the state education agency or the transition systems change project have agreed to facilitate teams of project staff members and local school district personnel to examine barriers to employment for young adults receiving SSI benefits, to coordinate local training and technical assistance efforts, and to monitor the results of training activities on transition planning and work incentive utilization.

Products: Several educational packages using different training strategies will be developed by a cadre of national SSI experts, advocates, transition planners, and consumers: satellite teleconferencing, Internet courses, self-instruction activities using videotapes and interactive CD-ROMs, and seminars and team training sessions. These methods are intended to capture a national audience, secure access to rural and urban areas, achieve diversity among participants, and maximize the number of participants to be served by the project. The distance education and self-instruction activities will be made available to students with disabilities, family members, school personnel, and adult services personnel in every state.

Grant Number: **H023D970303**

Strategies for Increasing the Utilization of SSI Work Incentives to Enhance Employment Results of Transitioning Youth with Disabilities

Project Director: Johnson, David R.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

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Purpose: The University of Minnesota, through its Institute on Community Integration and National Transition Network, in partnership with The Study Group and local education agencies, proposes to develop and test innovative strategies for increasing the utilization of the SSI work incentives by youth with disabilities. It will focus particularly on incorporating information concerning SSI work incentives in students' transition/IEP plans. This directed research project builds on the current expertise, capacities, and experiences of the University and other partners in addressing the transition service needs of young people with disabilities and their families through research, training, technical assistance, and information dissemination and outreach.

Method: This project will conduct qualitative and quantitative research/evaluation studies to determine the type, range, and effectiveness of materials, technical assistance, training, and other strategies developed to improve the postschool employment outcomes of youth with disabilities through increased use of SSI work incentives.

Products: The project intends to develop materials, technical assistance, and training support strategies that promote the utilization of SSI work incentives to enhance employment results for transition-age youth with disabilities and to establish a comprehensive dissemination and outreach strategy that shares information on the outcomes, effective strategies, and materials and products developed for individuals with disabilities, parents, professionals, and policymakers.

***Grant Number:* H023D970306**

Increasing Utilization of the SSI Work Incentive by Students Approaching Graduation through Capacity Building at the Personal, Local, and State Levels

Project Director: Fesko, Sheila

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

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Purpose: This project will assess the effectiveness of integrating information and support on SSI work incentives into the transition planning process for students with disabilities, with a primary goal of increasing student, family, and school expectations for employment and improving employment outcomes. The project builds capacity at the personal, community, and state levels.

Method: The project will distribute specific information about work incentives to secondary school students and their families about work incentives through the IEP process, through locally provided training opportunities, and through parent and student mentors. It will develop the capacity to support career goals for SSI recipients by establishing work incentive teams in schools that include regular and special education staff. At the state level, the project will incorporate a review of work incentive needs into the Statement of Needed Transition Services, and it will develop a work incentives expert network to address needs.

Products: The project will assess career path and barriers to employment in SSI recipients through a 3-year longitudinal study; it will also assess the impact of integrating work incentives information and support into transition planning on the use of work incentives and employment goals and outcomes. It will assess the outcomes of providing specific person-centered career planning and work incentives consultation as a supplement to project information and support activities.

***Grant Number:* H023D970308**

RISES: Research in Social Security Employment Supports

Project Director: Vogelsberg, R. Timm

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

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Purpose: This project addresses the initiative to research and implement innovative strategies which increase the utilization of SSI work incentives through the IEP-transition planning process. The strategies are intended to counteract the numerous barriers faced by persons with disabilities as they prepare to become part of the work force and to improve their post-school employment outcomes.

Method: The project will provide an analysis of the barriers to gaining Social Security income or work incentives and employment for young adults with disabilities, and it will identify strategies and materials which promote and increase the utilization of Social Security Work Incentives. It will institute quantitative and qualitative research methodology to determine the efficacy of the technical assistance strategies used to increase utilization of Social Security Work incentives. Research in Project RISES emphasizes preparation for a system-wide response to expand vocational rehabilitation partnerships and is consistent with federal initiatives designed to support successful learning.

Products: The increased knowledge about SSI work incentives that is expected to be gained through this project could lead to state-level adoption of approaches to improve utilization and life outcomes for individuals who have disabilities. Increased employment can alleviate the poor economic condition of people with disabilities and could support community vocational options instead of "waiting for services" lists.

Grant Number: **H023D970400**

Sustaining Effective Practices (STEP)

Project Director: Klingner, Janette

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

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Purpose. This project proposes to evaluate the process of change in three elementary schools to determine the extent to which the innovations instituted through a previously funded restructuring project have been sustained beyond the project and what factors, internal and external, have influenced the determined levels of sustainability.

Method: The effectiveness of three innovative instructional practices will be measured in heterogeneous classrooms: collaborative strategic reading, classwide peer tutoring, and making words. An explanatory case study design will be conducted to explain sustainability. Cross-case analyses will compare sustainability. In the final phase of the project, ways to support and improve the sustainability of the innovations at each school will be explored.

Products: The series of studies proposed by this project should provide information on the extent to which practices implemented in target schools are sustained, how they are modified, the extent to which they have been adopted and adapted by teachers, and how teachers and the culture of the schools have changed as a result of these practices. The research will help to determine the extent to which teachers perceive and can document outcomes for students as a result of these practices and the extent to which the practices have been disseminated to and implemented in other schools that did not directly participate in the initial studies. Thus, the research should make a contribution on local, state, and national levels.

Grant Number: **H023D970408**

Sustainability of Promising Innovations

Project Director: Vadasy, Patricia

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2001

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Purpose: This project is designed to track and document the outcomes of schools that have been assisted by two restructuring projects to implement effective practices. At the first site, two types of innovations will become the focus: student-focused collaboration practices that provide supports to teachers and students with IEPs; and systems coordination, organizational structures that involve general and special educators and school/district administration in planning, implementing, and collaborating on special services delivery. At the second site, the focus will be a one-on-one tutoring program for first graders at the highest risk for reading disabilities.

Method: The staffs of each of the restructuring projects on which these two studies have been based have developed conceptual frameworks specifying hypothesized influences on school use of targeted practices. Both studies will address general research questions such as whether and how schools continue/adopt/adapt the innovative practices, the quality and fidelity of the school's sustained use of the practice, and the student outcomes when schools sustain innovations. Data collected to answer the questions will include on-site observations of classroom instructional practices and staff teams and meetings, surveys, and in-person and telephone interviews.

Products: The project intends to advance the current knowledge base on effective implementation and dissemination of the secondary inclusion model, to identify school and district resources and staff that are critical to maintaining effective instructional and organizational practices to support inclusion, to identify barriers that teachers and administrators face that prevent their ability to sustain effective practices without outside assistance or supplementary funding, and to provide local and other school personnel with the findings of the case studies to help them plan for the future of innovative inclusion practices and policies. Regional resource centers and other agencies and organizations will be used to disseminate the study results.

Grant Number: **H023D970409**

Project SUSTAIN: Strategies for Understanding and Sustaining Educational Innovations

Project Director: Benz, Michael

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2001

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Purpose: The purpose of this project is to study factors associated with the sustainability of educational innovations in secondary and transition services for youth with disabilities.

Method: To address the issues of developing effective secondary and transition practices to improve the poor postschool outcomes for youth with disabilities, this project will conduct in-depth case studies of a comprehensive secondary and transition innovation, the Youth Transition Program (YTP), being implemented in communities across Oregon and Arizona to address the school-to-work transition needs of these students. The project will complement and extend the program's database through the development of extensive case studies of a sample of local sites in each state.

Products: Case study data from this proposed project and student outcome data from the existing YTP database will be used to study the specific factors associated with the implementation, integration, and continuation of the YTP in local communities, and to investigate the robustness and utility of the project's model of sustainability. Findings will be summarized in products designed for both researcher and practitioner audiences. Products will be disseminated through a variety of mechanisms.

Grant Number: **H023D970415**

A Center to Study Sustainability (CSS) of Research-Based Interventions for Students with Learning Disabilities

Project Director: Gersten, Russell

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2001

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Purpose: This project, a proposed research center, will study factors associated with the long-term sustainability of six projects designed to improve educational outcomes for students with learning disabilities. These projects have all provided convincing documentation of positive learning effects for students with learning disabilities.

Method: The center intends to describe the level of sustainability at each of the six project sites beyond the years of formal implementation and support. It will identify underlying factors that seem to be essential in promoting or hindering sustainability of research-based practices for students with LD. A multi-site case study design will be used, including generation of individual case studies and cross-site analyses of factors that foster or hinder sustainability. A variety of measures will be used to assess factors that underlie sustainability, including teacher understanding, teacher collegiality and school contexts, teacher efficacy, and teacher concerns about innovation implementation.

Products: A "think tank" of collaborating researchers, parents, and professional educators will help with data analysis, generation of policy implications, and dissemination. Findings will be disseminated in several ways to teachers and parents. A special issue of a journal or a book will be published in conjunction with the collaborating researchers and specialists.

Grant Number: **H023D970500**

Inclusive Reform in Urban Schools through Peer-to-Peer Suport from School Teams

Project Director: Hunt, Pam

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project is a proposed three-year effort to investigate the implementation of inclusive education for students with severe disabilities as part of systemic educational reform efforts in targeted urban schools and to utilize key members of educational teams and education and human services reform personnel in those inclusive reformed schools to provide peer-to-peer support to team members.

Method: During the first year of the project, a database will be developed for thematic analysis to provide empirical data on inclusive education in reformed schools and the perceived contributions of unified reform to the educational and social benefit of all students. It will also form the basis for the development of a needs assessment for inclusive reformed schools and instruments to measure student outcomes. Outcomes from pre-post implementation of the needs assessment and measures of related student outcomes will be used to evaluate the effectiveness of the peer-to-peer support model in facilitating the implementation of practices that improve services for all students in inclusive classrooms. A needs assessment in an inclusive reformed secondary school will also be undertaken and student and family outcomes instruments will be revised to reflect secondary-level inclusive reform.

Products: Thematic analysis of the data will serve as the basis for a research paper describing inclusive reform at the secondary level, and evaluation of the effectiveness of the peer-to-peer support model will serve as the final research report. Additionally, a manual and video will be developed describing organizational structures, collaborative practices, and educational strategies and materials to promote the unification of inclusive education programs with systemic educational reform. Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination of the reports, and presentations at state and local conferences.

Grant Number: **H023D970502**

Teaching Students with Significant Disabilities to Support Themselves: Promoting Inclusion through Student-Directed Learning Strategies

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: This project will investigate the differential effects of selected self-management and student-directed learning strategies in promoting student involvement in general education activities.

Method: One survey and five experiments are proposed to study student self-management skills. In three of the experiments, teachers will instruct the students on how to use one or more strategies, and in the other two, peers will be responsible for instructional delivery. There will be from 6 to 24 students in each of the experiments, and participants will include students with significant or severe disabilities.

Products: Based on project findings, a teachers' guide to student-directed learning will be developed, field-tested, and widely disseminated. This and other materials will be made available to state directors of special education, state education agencies, and interested educators, parents, and other professionals through the Internet and through local Arc chapters. Direct benefits can be provided to over 300 students in three states, and through the study's results, students throughout the country with severe disabilities can learn self-management strategies and increase their participation and self-determination in their education.

Grant Number: **H023D970506**

Principals' Project

Project Director: Salisbury, Christine

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Allegheny University of the Health Sciences
Child and Family Studies Program
320 East North Avenue
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Purpose: The purpose of this project is to describe, enhance, and replicate effective strategies for ensuring that students with disabilities are integrally included as part of building-wide school improvement and reform initiatives and are accommodated accordingly. Findings from this project will be directed toward influencing the knowledge and practices of building principals in non-target schools using a participatory approach to dissemination.

Method: The project's goal will be addressed through a focused investigation of how ten principals in five states align inclusive practices with school-wide improvement initiatives and how those decisions and strategies manifest themselves at the school and classroom levels. Specific attention will be given to describing the strategies administrators use to align general and special education reform initiatives for all learners, maximizing the effectiveness of those strategies, and identifying ways to disseminate findings that will enhance adoption and use by others. The first 18 months of the project will be devoted to data collection, synthesis, and support activities with the first cohort of principals in five states. The final 18 months will be devoted to replication and revision of strategies with a second cohort of 10-15 principals in other districts in these same states for the purpose of influencing knowledge and practices and addressing identified barriers to adoption and use of effective strategies.

Products: Positive outcomes are expected at the building and classroom levels in terms of changes in how general and special education reforms are integrated; how students are accommodated in curriculum, instruction, and assessment activities; and how principals and educators approach problem solving. These individual, classroom, and school-wide outcomes will be disseminated as findings to the field, other principals, practitioners, and parent information centers in formats designed in partnership with principals, practitioners, and parents. The impact of project activities on knowledge and practices is anticipated to be significant. At least 10 to 15 elementary, middle, or high schools serving at least 200 students with disabilities will receive technical support to attain the identified positive outcomes. At least 10 to 15 principals will receive technical assistance to use an action-based inquiry approach to developing reform strategies.

***Grant Number:* H023D970507**

The Effects of a Supportive Classroom Community on the Inclusion of Students with Severe Disabilities

Project Director: Fox, Wayne

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

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Purpose: The purpose of this project is to design, implement, validate, and disseminate effective social support strategies that are aligned with systemic reform and school improvement initiatives actively involving all students, including those with severe disabilities, within general education settings in elementary and middle schools. The research project will take place within inclusive multi-age classroom settings that are actively participating in the Vermont school reform movement and that embrace a program philosophy centered around each student achieving his or her highest level of personal excellence, self-determination, belonging, and positive interdependence among peers.

Method: Sixteen students with severe disabilities fully included in an age-appropriate regular multi-age classroom in their local school will serve as the sample for this study. Eight of the classrooms will receive the intervention. Data will be collected in intervention and non-intervention classrooms and all other same-age peers in each site serving as a comparison benchmark. Interventions include a student planning and support process, and a whole classroom intervention with the following components: greeting, social skills instruction, relationship building, and pause routine. These data will be included in a curriculum and implemented in the intervention classrooms. Data will also be collected on intervention sustainability during the third year of the project.

Products: Adoption of the curriculum to be validated by this project can significantly contribute to the inclusion of all students in general education classrooms. Implementation of the curriculum will also create a learning environment that provides support to the classroom teacher and encourages parent involvement. The curriculum will be developed, evaluated, and widely disseminated. Results of the project will be disseminated through a variety of media. As a result, thousands of children will benefit from being part of inclusive classrooms, both in Vermont and, as the curriculum is adopted elsewhere, throughout the country.

Grant Number: **H023D970509**

Testing a Strategy for Computer Based Assistive Technology Intervention to Support Inclusion

Project Director: Mann, William C.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

State University of New York - Buffalo
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Purpose: Working under the premise of the relationship between training on assistive computer technology (ACT) and its successful use, the project will conduct a pretest-posttest experimental design study to document the impact of team training for ACT on inclusion, academic performance, and the total class knowledge and use of technology for education.

Method: The project will study the relationship between learning and training, specifically, how students with severe disabilities learn ACT and the training not only of the student but also of the teacher, related service personnel, and family. This method is called team training for ACT. Besides the expected outcome of demonstrating a strong positive relationship between team training for ACT and degree of inclusion and academic performance of students with severe disabilities, the project also expects that all students in the class will benefit from team training for ACT.

Products: The impact of the proposed study on policy is expected to have national significance in shaping guidelines for the provision of assistive computer technology. The project intends to publish a book of case descriptions documenting the process of evaluation, provision of ACT, and team training in its use. This book is directed to school personnel across the country who are integrating ACT in their schools.

Grant Number: **H324D980006**

Sustaining Comprehensive School Reform: A Comparative Case Study of Success for All

Project Director: Roach, Virginia

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

National Association of State Boards of Education
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Purpose: Through this project, the National Association of State Boards of Education and the Allegheny Univesity of the Health Sciences will conduct a four-year study of the sustainability of efforts at comprehensive school restructuring that have demonstrated positive results for students with disabilities. The successful model from which this project draws was developed for inner city schools serving large numbers of disadvantaged children; the model sought to ensure that every child, including those with disabilities, learned to read in the early grades.

Method: The project will conduct a comparative case study of four schools to test the results of the model where sustainment of the model varies. It will assess the sustainability of the model, document outcomes for students with disabilities, and identify those factors that influence sustainability. In-depth case studies will be conducted using qualitative research methods and research will be guided by a broad-based conceptual framework that includes indices to determine whether or not a practice has been sustained and factors likely to influence sustainability.

Products: The study will extend the research base regarding education policy and school restructuring as well as provide new information about the inclusion of students with disabilities in general education reform. Findings will be disseminated to a wide variety of stakeholders at state and local levels.

Grant Number: **H324D980007**

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

Project Director: Campbell, Philippa

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Allegheny University of the Health Sciences
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Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

***Grant Number:* H324D980013**

Whole Schooling: A Study of Schools Linking Inclusive Education & School Reform in Urban & Rural Communities

Project Director: Peterson, J. Michael

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: This research study assumes an alternative perspective to issues raised by students with and without disabilities being educated in inclusive settings. Specifically, the study assumes that inclusive education with disabilities is part of a framework of best educational practices known as whole schooling. This approach assumes that the primary goal of education is to empower students to become effective citizens in a democracy. It works toward this goal by including all students in the same learning environment, adapting teaching for diversity, and building partnerships between teachers and the community and families of students.

Method: The research strategies employed by the study will include a state survey of representative schools in which principals and teachers will be questioned concerning their approach to curriculum, inclusion of diverse students, supports and accommodations, and partnerships with parents and families. Observations and interviews conducted in a sampling of classrooms will focus on instructional practices for inclusion of students with disabilities. Six schools will be identified that are engaging in whole schooling practices or using whole schooling as a model to guide school reform efforts.

Products: The project will document results that illustrate the relationship between the components of whole schooling, the tools that can be used by researchers to further such studies, the tools that can be used by educators at multiple levels for self-assessment and planning, and the classroom practices that can be used to effectively illustrate the research conclusions.

Grant Number: **H324D980016**

Reading Comprehension in Inclusive Classrooms

Project Director: O'Connor, Rollanda; Zigmond, Naomi

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: Significant progress has been made in designing beginning reading instruction for young children with reading disabilities (RD), but much less is known about children with RD in the intermediate grades who read very poorly despite several years of instruction and exposure to print. The aim of this research project is to design and refine reading comprehension approaches that reflect opposing but prevalent perspectives on what children with RD in grades 3, 4, and 5 need to succeed in general education classrooms. This project will develop and test the most effective methods of improving the reading comprehension of intermediate age students with RD, and methods for implementing these approaches in general education classrooms.

Method: The project will design theoretically grounded approaches to teaching reading to children with severe RD in the intermediate grades, determine the efficacy of these approaches, consider the feasibility of implementing the specialized reading instruction in general classroom settings (including identifying facilitating factors), and measure the reading progress of students with RD in general education classrooms that have successfully implemented specialized reading instruction. Within a large, urban school system, the project will begin a rigorous test of how to improve reading comprehension instruction in general classroom settings. This project will involve parents of treated children in evaluating and monitoring project activities, and promote improved alignment and compatibilitiy of general and special education. Case studies of teachers who learn to effectively teach reading to children with RD in their mainstream classes will be conducted. These studies will reveal how the teachers addressed the difficult balance among student needs, and accomplished the sufficiently focused instruction to improve the reading of their students with RD.

Products: An extensive manual that details the essential elements of an effective program for teaching and implementing specialized reading instruction in inclusive classrooms will be produced. This manual will contrast factors that relate to more and less successful instruction in inclusive classrooms. It will include units of instruction that demonstrate how to integrate all of these elements, along with alternatives for students who have particular difficulties at junctures of the lessons. Sections on how to get started teaching reading to students with severe RD in general education classrooms and what the instruction looks like when it proceeds well will also be included.

Grant Number: H324D980020

Reading Comprehension Interventions that Enhance Outcomes for English Language Learners with LD

Project Director: Vaughn, Sharon R.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Texas - Austin
Department of Special Education
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Purpose: This research project will conduct a series of studies that build and extend the knowledge base on the essential elements of comprehending text: vocabulary, fluency, and reading comprehension strategies. Specifically, it will determine the effectiveness of strategies for teaching the essential elements of reading comprehension to English language learners with learning disabilities in regular classrooms who spend most or all of their time there and who are failing to acquire the comprehension skills to learn from print.

Method: Eight studies will be conducted over a three-year period and will address unanswered questions about the effectiveness of reading comprehension interventions for English language learners with learning disabilities in regular classrooms. The three interventions to be studied are: vocabulary (semantic mapping and fluency); repeated partner reading and reading comprehension strategies (before, during, and after reading); and collaborative strategic reading.

Products: This project will help provide instructional methods in reading for teachers who need to use them for the entire class and meet the special needs of students with disabilities. The development, implementation, and evaluation of the integrated program of practices examined by this project will help to provide teachers with the methods to improve reading outcomes for students who are English language learners and who also have disabilities. The dissemination plan of this project will ensure that all key stakeholders have access to the information from these studies.

Grant Number: H324D980022

PROJECT BRIDGE: An Examination of a Model for Linking Research to Practice for Students with High Incidence Disabilities in Reading

Project Director: Vaughn, Sharon R.; Chard, David

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

University of Texas
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Purpose: The goal of this project, PROJECT BRIDGE, is to make explicit a research-to-practice link by implementing three documented effective instructional practices. These practices illustrate the principles that form the basis of this project's conceptual framework. In addition, the framework explicates the roles of teachers and schools in effective professional development programs, which will be implemented and evaluated through PROJECT BRIDGE.

Method: This research project will be a collaborative venture between the University of Texas Center for Reading and Language Arts and four Texas schools, including two intervention schools and two comparison schools. Approximately 38 general education teachers who have students with high-incidence disabilities in their classes (Grades 3 - 5) and 14 special education teachers have agreed to participate. Twenty students with high-incidence disabilities, 20 low achieving students, and 20 average-to-high achieving students from each school will also participate. The project will be implemented in three phases: 1) Set Up, an opportunity to assess the school culture, conduct pre-tests, establish the researcher/teacher partnership, and establish timelines; 2) Start Up, the implementation phase, in which teachers learn and implement the three instructional practices; and 3) Follow Up, in which the extent to which the instructional practices were sustained and factors that influenced their use will be examined. Both quantitative and qualitative data will be collected to determine academic and social outcomes for students.

Products: Procedures for collaboration between teachers and their efforts to mediate the knowledge base from the instructional practices into their own routines will be documented. It is expected that the findings from this project will directly influence the knowledge base about bridging the gap between research and practice. Findings will be disseminated at the national level through conference presentations, journal articles, and chapters in books that influence adminstrators and practitioners.

***Grant Number:* H324D980028**

Las Disabilidades Dentro del Contexto Cultural: Perspectivas Familares y de Proveadore de Servicios de Intervencion Temprana

Project Director: Eiserman, William; Moore, Susan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Colorado
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Purpose: This qualitative research study will examine the divergent and complex ways that families' sociocultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who are English language learners. The study will focus on families from Hispanic, Spanish-speaking backgrounds and service providers and will explore how this population interprets various concepts related to disability and family involvement.

Method: The study will generate hypotheses and questions grounded in the living experience of families from Spanish-speaking backgrounds. It will include focus groups, interviews with 30 families and 30 service providers over three years, case studies, and a large sample survey of families and service providers.

Products: The study will generate a set of cultural narratives, reliable hypotheses and questions, and findings from the large sample survey that will examine the generalizability of the qualitative findings. The narratives and questions will examine the subtle yet significant diversity within a given socioeconomic and linguistically diverse population. Information gleaned from this study will help early intervention providers to better understand cultural issues and create family-directed processes that build upon the strengths of the family and child, use natural supports, and facilitate family participation in community-based settings.

Grant Number: **H324D980029**

Sustaining Inclusion and Restructuring

Project Director: Sindelar, Paul T.; Webb, Rodman

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

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Purpose: The importance of Project SIR (Sustaining Inclusion and Reform) is to study what happens to the inclusion programs previously developed by the project, to identify variables that influence the sustainability of this innovation, and to ascertain whether an innovation intended to promote school-to-school diffusion will succeed when research is complete.

Method: Project SIR will study whether teacher-developed inclusion innovations at two schools have been sustained and whether either school has assisted additional schools in developing inclusion programs. The project will conduct nested case studies of the two schools, will describe what happens to the innovations, and will identify the variables that sustain and constrain them. The project will conduct micro-, meso-, exo-, and macro-systems analyses. The project will also conduct a case study of the lateral diffusion of innovation from school-to-school.

Products: Training manuals will be disseminated to schools interested in restructuring and inclusion. Project staff also will work with district and state personnel to reach school practitioners through developing a World Wide Web site. Manuscripts will be submitted to professional journals, and project findings will be presented at national and state conferences. Results will be disseminated to school audiences through the school-to-school dissemination efforts and via newsletters, workshops, and conferences of regional and national reform networks. The project staff will also network with the Office of Special Education Programs (OSEP)-funded dissemination and technical assistance providers.

Grant Number: **H324D980030**

Early Childhood Interventions: Synthesis with Implications for Practitioners, Parents, and Researchers

Project Director: Vaughn, Sharon

Beginning Date: Nov 1, 1998
Ending Date: Oct 30, 2000

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Purpose: This project will conduct a comprehensive, integrated synthesis of research on the effects of early childhood interventions for children (ages 3-5) with disabilities. The research to be reviewed will include all intervention studies with children with developmental and other identified disabilities. The interventions will include those in the areas of language and communication, social skills, peer relations, and technology. The project is motivated by the difficulties experienced by young children with disabilities in a variety of settings, by the impact that early intervention can have on the children's current functioning and subsequent development, and by the need to understand which interventions are really effective and ought to be more widely adopted.

Method: The project combines the methodological strengths of three approaches to research synthesis: meta-analysis (analysis across studies), traditional narrative review, and multivocal synthesis (integration of practitioner and stakeholder insights into the empirical knowledge base). The synthesis will address which interventions can be associated with positive outcomes for children with disabilities, which aspects of children's functioning can be most strongly affected by these interventions, and the implications of the findings for the design and implementations of interventions for these children.

Products: This research synthesis will provide parents, teachers, child care personnel, researchers, and educational and political leaders with guidance concerning effective early interventions that can produce more positive outcomes for young children with disabilities.

***Grant Number:* H324D980033**

Synthesizing and Disseminating Recommended Practices in EI/ECSE

Project Director: Smith, Barbara J.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: Research in Early Intervention/Early Childhood Special Education (EI/ECSE) has reported practices that can improve outcomes for young children with disabilities. However, the widespread adoption of these recommended practices has been hampered by the need for: 1) a current and thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for families, practitioners, and administrators; and 3) an understanding of administrative and systems change supports necessary to implement and sustain high quality services to children and families. The purpose of this project is to address all three of these challenges and to improve outcomes for children with disabilities, ages birth through five years, by fostering the use of the professional knowledge base through: 1) providing a synthesis of research; 2) translating, disseminating, and providing training related to the research synthesis in user-friendly formats for practitioners, families, administrators, and training/technical assistance providers; and 3) addressing the administrative and systems change foundations necessary for long-term adoption of quality practices.

Method: In Phase 1, the project will synthesize the knowledge base by critically reviewing extant literature, gathering the subjective views of stakeholders and using established methods to synthesize and summarize the knowledge base. In Phase 2, the project will develop and disseminate products in preferred formats for maximum usability, prepare and field-test products, disseminate the recommended practices nationwide, and provide regional and national training. In Phase 3, the project will identify and incorporate systems change strategies to establish sustainable change in the quality of services. The project will prepare high tech products to accompany the print products produced in Phase 2; disseminate systems change and administrative strategies necessary for the sustainable adoption of recommended practices; and collaborate with national stakeholder groups to provide information to their constituents who represent key consumer groups.

Products: This project will have the following impact: 1) products that translate research findings into practice; 2) adoption of recommended practices by practitioners because the information is user-friendly; 3) administrative and policy supports for state and local administrators linking these indirect supports to program improvement and improved child outcomes; 4) parents who are better able to select high quality programs and assist in the improvement of programs; 5) personnel with a knowledge and use of effective practices; and 6) better outcomes for children with disabilities, their families, and the personnel who serve them.

Grant Number: **H324D980036**

Benchmarks of Exemplary Achievement in Middle Schools (BEAMS)

Project Director: Hughes, Marie; Elbaum, Batya

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2001

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Purpose: The purpose of this project is to develop a knowledge base on how middle schools can achieve exemplary learning results for students with disabilities in the context of improving learning results for all students.

Method: In the first phase of the study, the project will develop a consensus on the definition of exemplary learning results for students with disabilities, will examine multiple measures and indicators of such outcomes, and will identify four schools in southeastern Florida that are achieving exemplary learning results. The second phase will study each of these schools using a multiple case study approach. Individual perspectives and experiences will be integrated with school-level case studies to identify the factors that contribute to positive results at each school. Analysis of the case studies will help reveal the processes by which the identified factors at each school contribute to positive student outcomes. In the final phase, a cross-case analysis will help identify a critical core of factors that account for positive results at all four schools.

Products: The cross-case analyses developed in the final phase of this project are likely to generalize to numerous middle schools throughout the nation. The knowledge gained through the analysis of factors relating to exemplary achievement for students with disabilities in middle schools will provide invaluable guidance for schools in their efforts to enable all students to achieve similar results.

Grant Number: **H324D980040**

An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children are English Language Learners

Project Director: Bruder, Mary Beth

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Connecticut
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Purpose: This research project will investigate an alternative service delivery model for infants, toddlers, and their families who are of Latino heritage, use Spanish as their primary language, and who are eligible for early intervention services through Part C of IDEA. The study will include children who have a range of disabilities and behaviors and who function at varying levels. The families will be from differing socio-economic groups, all of whom are English language learners.

Method: The research design will contain an experimental comparison of two service delivery models: traditional early intervention, and early intervention designed to promote learning within family-defined activity settings. Measures will include indices of child development and behavior, family background, beliefs, and experiences. They will also include service delivery characteristics, including cost, use of natural environments for learning, type and intensity of specialized services, type and quality of family service goals, and English language use in activity settings. The last of these outcomes will be measured across both parents and children.

Products: As a result of its investigation, this project expects to measure the influence of several major factors in the lives of the families under study: the home settings and community settings that can serve as learning contexts; the influence of family factors, cultural values, and beliefs on those settings; the best approaches for using home and community settings as learning contexts; the service provision processes and products that can promote these contexts and the practices that can increase learning opportunities in them; and the benefits of these settings to family members, particularly regarding the impact on child development, family functioning, participation in intervention services, and English use and proficiency.

***Grant Number:* H324D980041**

Sustainability of ClassWide Peer Tutoring: An Effective Instructional Intervention for Students with Disabilities in Inclusive and Special Education Classroom Settings

Project Director: Utley, Cheryl

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

University of Kansas
Schiefelbusch Institute for Life Span Studies
Juniper Gardens Children's Project
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Purpose: This research project will focus on the contexts that sustain quality use of classwide peer tutoring (CWPT) as an effective instructional intervention for students with disabilities in inclusive and special education classroom settings. Past research has shown that, when using CWPT compared to traditional instructional methods, students at risk of and with disabilities achieve spelling and reading skills at a faster rate, retain more of what they learn, and make greater advances in social competence.

Method: Research activities in this project will examine the extent to which CWPT has been shown to be effective and sustained beyond the existence of prior projects, the factors that influence the level of sustainability, and the type and support strategies employed during initial implementation stages over time.

Products: The expected outcomes will be a new knowledge base on school and classroom contexts that sustain quality use of CWPT interventions across multiple sites. Research evidence generated by the project will report on the effectiveness of CWPT in urban and suburban school districts, and generate new knowledge concerning how CWPT interventions can be sustained in inclusive and special education classroom settings. It will produce information on how to widen the scale of use of CWPT in classrooms, and how to promote effectiveness, utilization, acceptability, and teacher support. Research and practice knowledge will be disseminated to teachers, school administrators, parents, and policymakers at local, state, and federal levels.

***Grant Number:* H324D980044**

Beacons of Excellence: Case Studies of Three Early Intervention Systems

Project Director: Harbin, Gloria

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
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Purpose: This project will study the implementation of federal policy relating to the reform of service provision to infants and toddlers with disabilities and their families. It extends the research of the Early Childhood Research Institute on Service Utilization to further understand coordinated early intervention service systems. This study will specifically delineate the child and family outcomes of service delivery, the elements of exemplary early intervention service systems, and the factors which support that service delivery and its outcomes.

Method: Researchers will use an ecological framework to understand the range of factors needed to support exemplary results. Case studies of three communities will integrate data from mixed methods collected from stakeholders at all ecology levels. Collaboration among state agency administrators, local program administrators, service providers, families, and researchers will encourage a learning community for research and practice.

Products: In addition to the usual dissemination methods for articles, reports, and presentations, the project will develop a handbook to be used by local early intervention service personnel to evaluate and improve their service systems. Thus, the research results from these case studies will be synthesized and disseminated directly to the service providers. State administrators will help narrow the gap between research and practice by providing technical assistance to communities in the use of the handbook.

***Grant Number:* H324D980045**

Inclusion 2000: Modeling Urban School Success

Project Director: Wesley, Stephen J.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Lt. Joseph P. Kennedy Institute
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Washington, DC 20017
Voice: (202)529-0500

Purpose: The Lt. Joseph P. Kennedy Institute (JPKI) and the District of Columbia Public Schools (DCPS) will conduct a directed research project to identify new or improved strategies for improving academic performance and outcomes for all students within a framework that promotes effective access to the general curriculum in regular classrooms and nonsegregated extracurricular activities for special education students as components of systemic education reform in an urban multicultural school district. The project will create a collaborative partnership among Birney Elementary School, Kramer Middle School, Anacostia Senior High School, and JPKI to carry out project objectives and activities.

Method: As a complement to the National Institute on Urban School Improvement (NIUSI), in which DCPS and JPKI are teamed, this project will deliver resources and test strategies that enable children who have disabilities, are at risk of school failure, or are at risk of dropping out to remain in their home schools and be successful. The project will also target the schools' teachers and administrators, providing and studying the impact of strong professional development and technical assistance efforts to increase their internal capacities. It will place considerable emphasis on developing practices and processes that assure smooth transitions between early childhood programs and elementary school, between elementary and middle school, between middle and senior high school, and between senior high school and work and/or postsecondary/continuing education. The project will establish three research sites to develop, field test, and analyze strategies to: 1) increase the numbers of students with disabilities who are successfully educated in regular education classrooms and participate in nonsegregated extracurricular activities in their neighborhood schools; 2) increase the capacity and confidence of school personnel to serve children with identified disabilities and other special learning challenges; 3) reduce the numbers of students referred for placement outside the regular education classroom, their neighborhood school, or the public school system, and 4) reduce the number of students referred for special education assessments because they experience learning and behavioral problems at key transition points in their school careers. The project will identify, describe and examine, together with project partners, questions related to the following: 1) the impact of inclusion on school reform and school reform on inclusion; 2) effective instructional and other strategies and interventions in assisting students with disabilities and other students at risk for low achievement to be successful in general education settings; 3) implementation of grade-level academic standards and authentic assessment practices for students with disabilities and other students with diverse learning strengths and requirements; 4) system administrative and other supports at the classroom, building, and community levels to meet the needs of diverse learners; and 5) social and behavioral support strategies that foster cohesive school and classroom communities that promote positive interaction between students with disabilities and same age peers. The theory undergirding this study is that inclusive schooling practices can be the engine that drives general education reform to the benefit of all students. The project will confirm the theory or offer a revised theory on the relationship of inclusion and school reform in the urban school system. The project will also guide the creation of assets maps and school portfolios for each school as a dynamic and ongoing planning and evaluation process; support existing or assist in creating new school-wide structures that increase schools' internal capacity for solving difficult educational challenges; and guide each school's community to implement a self-evaluation process to assess the effectiveness of the models developed in the school and measure their impact on children with disabilities. The project will be linked directly to the resources of the NIUSI, a five-year initiative to promote the successful inclusion of students with disabilities in regular education as part of the school-wide and system-wide school improvement initiatives through substantial leadership, resource, and professional development support.

Products: Products for local and national dissemination to researcher and practitioner audiences include written and video case studies, replication manuals, presentations at local and national meetings, journal articles, professional development guides (macro), training guides (micro), and project evaluation reports.

Grant Number: **H324D980051**

Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment

Project Director: Pisha, Bart

Beginning Date: Dec 1, 1998
Ending Date: Nov 30, 2001

CAST, Inc.
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Purpose: For students with learning disabilities, the process of decoding words requires so much effort that they are often unable to approach text strategically to construct its meaning. In spite of having been taught helpful strategies which have been shown to be successful in helping students, they simply do not have the time or resources to implement them consistently. A common solution in the face of such limitations is to multiply limited capacity with better tools. This project will investigate whether there are better classroom tools available to support students with learning disabilities in becoming strategic readers.

Method: The project will use existing strategies for teaching students with learning disabilities, but will apply those strategies in the context of a more supportive technology than those usually found in the classrooms. The project will combine promising strategies with supportive technologies and then assess whether this combination creates a better environment for both the teaching and learning. The teaching strategies the project will use are adopted from the Reciprocal Teaching Method which has been developed and researched over the last two decades. The project will integrate methods for developing active reading strategies within traditional curricular content that has been significantly enhanced through text-to-speech and speech-to-text technologies. In this digital form there will be many supports for the apprentice reader—both decoding and strategy development. These new highly supportive curricular materials will provide scaffolding for students during instruction and practice. As the student develops competency in active reading, electronic and pedagogical supports will be gradually withdrawn. CAST will assess the success of this method in helping learning disabled middle school students develop comprehension skills and achieve success that is evident across reading contexts through a systematic, controlled evaluation of the method.

Products: This study will provide research that can guide curriculum designers and publishers to use tools such as digital versions of materials, Ultimate Reader, or other text-to-speech engines to make better environments for students with learning disabilities. The project will also provide research-based evidence that the creation of more inclusive materials is of benefit to the students for whom they are intended. By heavily scaffolding the low-level information-processing demands of text, the project will be able to investigate the learning of higher-order skills critical in "reading to learn." Positive results will encourage similar projects and products, creating learning environments that are more carefully designed for students with learning disabilities. As a result, students will not only learn comprehension strategies, but they will learn about their own styles of learning and that, with proper tools, they can be effective and engaged students within highly demanding curricula. The project may learn new things about which teaching strategies effectively support learning disabled students in the comprehension of written texts, as well as whether particular uses of digital tools and curriculum can help supplement this learning. Parents of learning disabled students will have information about particular teaching strategies and digital support items that are likely to help their children succeed in school.

Grant Number: **H324D980057**

Sustaining Promising Innovations: Sustaining a Self-Directed Future for Students in Transition

Project Director: Doren, Bonnie; Halpern, Andrew S.

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2003

University of Oregon
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Purpose: The purpose of this project includes: 1) research the factors that affect the sustained use of an instructional program that teaches students how to do self-directed transition planning; 2) research the immediate and longer-term impact of the instructional program on participating students; and 3) document the critical factors that either promote or hinder the sustainability of the instructional program and disseminate project findings in a variety of formats that target researchers, practitioners and consumers.

Method: In order to accomplish these goals, the project will conduct in-depth "longitudinal" case studies drawing upon a sample of existing sites in New York and Utah. The project will employ a multiple-method, multiple-case embedded design that will be structured by a conceptual framework of sustained use.

Products: Products for researchers, practitioners, and consumers will be developed. Case study reports containing detailed descriptions of the project's case study methods, major findings related to the project's conceptual framework for sustainability, and recommendations for future research will be available to researchers. Manuscripts will be developed for publication in journals that target researchers and findings will be presented at state, regional, and national conferences. Practitioners' Guides will be developed and presented to the project's participating teachers and administrators in the cross-site focus groups, the state liaisons, and external evaluators. These guides will be disseminated in a variety of formats (e.g., Internet web page, hard copy formats) and through various mechanisms (e.g., Western Regional Resource Center, state liaisons, collaborators in other states). Consumers' Guides will be developed that will target parents and students. These guides will contain recommendations for students and parents on how to become active participants in an instructional program that teaches students how to be self-directed in making future plans. These guides will also be available in a variety of formats through various mechanisms.

Grant Number: **H324D980065**

Studying the Sustainability of Four SED Prevention Projects

Project Director: Fitzgerald, Martha

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

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Purpose: The purpose of this Sustainability Project is to study the implementation of practices found to be effective as early interventions for students who may otherwise develop emotional or behavioral disabilities. It will examine and test the sustainability of four culturally diverse and successful education reform efforts at least one year after the original researchers were involved.

Method: The project will investigate the results of four federally funded projects on early intervention and will address questions relating to the sustainability and results of the projects. Data will be acquired through contextual analysis of participants' daily lives, and through interviews, document analysis, and on-site observation. A multiple-case design will compare and contrast data from the four sites to develop a compelling theory of sustainability. Quantiative measures of student outcomes will be obtained and compared with the results of measures taken on the same or similar students in the original projects, to determine whether changes in the school's approach have affected student results.

Products: The result of this project's investigation into the sustainability of practices will be a clear explication of the interventions, the support structure that is necessary to maintain the interventions, and verification of the effectiveness of the interventions, as well as specific guidelines and caveats to consider in replication of the interventions.

***Grant Number:* H324D980066**

Beacons of Excellence in the Promotion of Language Development of Infants and Young Children

Project Director: Walker, Dale

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2001

University of Kansas
Schiefelbusch Institute for Life Span Studies
Juniper Gardens Children's Project
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Purpose: This project will improve the knowledge base regarding factors in early childhood programs that contribute to exemplary communication and language outcomes for infants and young children who are at risk for or who have disabilities. The project's premise is that optimal outcomes related to language development of young children are the product of interactions between biological factors and learning opportunities provided to children in their caregiving environments. The prevalence of language impairments and delays in children with disabilities and the importance of language skills to later development and academic outcomes underscore the importance of early identification of caregiving factors related to exemplary language outcomes.

Method: The project will identify factors associated with positive language outcomes for three groups of infants/young children: those with established disabilities, those at risk for delays, and those who are typically developing. The extent to which factors in early childcare programs contribute to exemplary developmental gains will be analyzed longitudinally. Those interactions associated with exemplary outcomes will be documented, along with the program features of each of the participating childcare sites. Those practices associated most highly with exemplary child outcomes will be identified as "beacon practices."

Products: Benefits and products of this project include syntheses of the knowledge base regarding program factors that contribute to exemplary language gains of young children, the development and validation of interventions based on caregiver practices that promote language, and the broad dissemination of results to parents, child care providers, and researchers.

Grant Number: **H324D980068**

Wisconsin Youth Apprenticeship Program

Project Director: Phelps, L. Allen

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2001

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Purpose: Since 1992, Wisconsin's Youth Apprenticeship (YA) program has provided rigorous learning experiences in 16 industries (e.g., health services, manufacturing, finance) for high school juniors and seniors. The two-year program combines school-based learning with work-based learning at an approved business or industry setting. Program participation provides students with the following: career exploration, entry level technical skills, an employment training plan (that for students with disabilities is linked to their Individualized Education Program), a network of supportive adults, a state-issued and industry-recognized Certificate of Occupational Proficiency, wages, and a diploma. Program graduates receive 6-12 advanced standing credits in Wisconsin Technical College associate degree programs. This research project will use intensive case study methods to examine the quality of the learning experiences (e.g., students' work and portfolios), accommodations and support strategies, and post-school outcomes for 20 to 30 youth with disabilities who have completed the Wisconsin Youth Apprenticeship Program since 1995.

Method: Matched samples of non-disabled and non-YA participating graduates will be selected from the same high schools and studied to understand the overall benefits of the YA program, as well as the accommodation strategies. A team of university researchers, local educators, and teacher education students will compile the case studies of graduates and their programs using personal interviews, document analysis, and other action research methods.

Products: The cross-case analysis will produce: 1) a guidebook of best practices for serving youth with disabilities in work-based learning; 2) a series of profiles describing the experiences of individual youth with disabilities completing the YA program; and 3) two to three articles for submission to mainstream education journals (e.g., Educational Leadership). The dissemination plan includes an interactive, cross-linked Website; joint dissemination efforts with key research and technical assistance projects funded by the Office of Special Education Programs and other U.S. Department of Education offices; and hosting a national seminar featuring opportunities for participants to visit high quality YA programs.

Grant Number: **H324D980069**

Synthesize Research on Self-Determination and Self-Advocacy

Project Director: Wood, Wendy M.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2000

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Purpose: This project will synthesize, corroborate, and communicate the professional knowledge base on the effects of self-determination and self-advocacy interventions in order to improve, expand, and accelerate the use of this knowledge by the professionals who serve children and youth with disabilities and their parents.

Method: The project will develop hypotheses with input from key stakeholders to focus the project and enhance the usability and validity of the synthesis activities and outcomes. It will review, analyze, and evaluate the literature on self determination (SD) and self advocacy (SA) to identify trends, areas of agreement and disagreement, unanswered questions, and gaps in the knowledge base. Through an analysis of four exemplar sites, the project will examine the SD/SA practices being implemented, the environments where these practices are flourishing, and the outcomes being achieved.

Products: The synthesis developed by this project will help in the assimilation of best practices relating to SD/SA by practitioners. The successful products and procedures developed and/or disseminated by this project will help communicate these best practices through technical assistance and information networks.

Grant Number: **H324D980070**

Project PAR: Investigating Participation, Accommodation, and Reporting Practices with the Illinois Standards Achievement Test (ISAT)

Project Director: DeStefano, Lizanne; Shriner, James

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Illinois
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Purpose: Through a series of descriptive, comparative, and experimental studies involving students with disabilities in the Illinois Standards Assessment Test (ISAT), the project will investigate three main issues: 1) improving meaningful participation of students with disabilities in large-scale assessments; 2) use of appropriate accommodations for students with disabilities; and 3) improved, meaningful reporting of participation and performance in general state assessment programs.

Method: Descriptive studies will include policy interpretation and implementation analyses that will systematically examine the impact and efficacy of processes used by decision-makers from the beginning (student participation) to the end (reporting and use of results) of the state assessment. Comparative studies will include analysis of data the project will collect independently to supplement the state assessment. The project will examine patterns of participation and accommodation decisions that exist under IDEA 97, their appropriateness, and the performance of students with disabilities with and without accommodations on state assessments. The project will investigate the extent to which accommodations are independent of the desired constructs of measurement interest. Finally, experimental studies of both group and single-subject designs will be used to investigate issues of reliability and validity of the reading and mathematics subtests of the ISAT.

Products: This research will help validate assessment participation and accommodation practices in the state and justify future policy directions that support the goals of IDEA 97. The studies will provide policy-makers in Illinois with evidence generated outside of the policy realm that can be used to make decisions affecting a huge number of students. The project's work is potentially generalizable to other states.

Grant Number: H324D980074

Integrating Curriculum for All Students

Project Director: Kiernan, William

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Children's Hospital Institute for Community Inclusion
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Purpose: This project will research the effectiveness of an intervention that will address the requirements of both the 1997 Reauthorization of IDEA (PL 105-17) and School-to-Work (STW) Opportunities Act of 1994 and that will result in an integrated curriculum that offers students of all abilities the highest quality education and the best preparation for adult life.

Method: The Institute for Community Inclusion (ICI), in partnership with the Federation for Children with Special Needs, will work collaboratively with two urban school districts to research the effectiveness of an integrated curriculum that includes all students, including those with severe disabilities in general curriculum and in regular classrooms. This research project will develop building-based Curriculum Review Committees at each intervention site that will use the National Consortium for Product Quality Standards to identify benchmarks present in quality STW curriculum and will use "Integrating STW with Massachusetts Education Reform" to review and adjust current curricula. Additionally, the project will train Transdisciplinary Teacher Support Teams (TTSTs) on promising practices, such as integrating technology into curriculum and instruction, collaborative teaming, differentiated instruction, problem-based learning, and cooperative learning strategies. The project will specifically conduct the following activities: 1) research the effectiveness of the interventions outlined below in terms of assisting students with disabilities in gaining access to and success in the general curriculum in regular ninth grade classrooms and of improving the career planning process for all students, including those from diverse cultures, and then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts; 2) develop and facilitate Curriculum Review Committees at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban districts so that they integrate STW activities and SCAN Skills, along with curriculum frameworks, and incorporate promising practices; 3) develop Transdisciplinary Teacher Support Teams in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities, including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes; and 4) provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

Products: Research results will be disseminated throughout the state and nation via the ICI World Wide Web site, mailings, clearinghouses, and professional organizations.

(84.023F)
Examining Alternatives for Results Assessment for Children with Disabilities

Grant Number: **H023F950011**

Project Reading ABC: An Alternative Reading Assessment Battery for Children with Severe Speech and Physical Impairments

Project Director: Koppenhaver, David A.

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 1998

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Purpose: To assemble an interdisciplinary team of experts in assessment, literacy, and severe speech and physical impairments SSPI) to systematically develop alternative reading assessments, including an alternative reading assessment battery for school-aged children with SSPI.

Method: Subjects will be school-aged children with SSPI as well as nondisabled peers matched for gender, race, native language, and developmental reading abilities. Children with SSPI will be sampled from assessment centers and concentrated instructional programs in Chicago, Illinois (N=15), Denver, Colorado (N=30), Plattsburgh, New York (N=10), Chapel Hill, NC (N=30), and Durham, NC (N=40). Assessment battery development will be initiated with the reading comprehension subtest. In Phase I, the research team will validate the existence and importance of a construct (i.e., knowledge, strategy, attitude) to be assessed by a particular subtest, review existing assessments of that construct for typically developing readers, and consult with reading and disability assessment authorities. In Phase II, the team will seek to develop prototypes of alternative ways to assess the construct for children with SSPI that have acceptable reliability. In Phase III, the team will seek to answer questions about the construct and predictive validity of the alternative assessments by comparing performance of nondisabled children on alternative and more traditional measures of the construct. In Phase IV, when the alternative reading assessment battery has demonstrated acceptable reliability and validity, the team will strengthen the case for validity of the alternative assessments across children of differing abilities, both within and between multiple measures.

Products: While the assessment battery itself will be the primary project product, plans for disseminating project findings include: research reports to be published through the Center for Literacy and Disability Studies; peer-reviewed journal publications in literacy and disability journals; newsletter and bulletin board system articles; conference presentations; oral presentations in workshops, guest lectures, and courses conducted by staff of the CLDS; and publication, marketing, and distribution of the test battery itself by Communication SkillBuilders within the Psychological Corporation.

Grant Number: **H023F970004**

Kentucky Alternate Portfolio System Study

Project Director: Lewis, Preston

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Kentucky Dept. of Education
Exceptional Children Services
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Purpose: This project, a collaboration among the Kentucky Department of Education, the University of Kentucky, and the National Center for Educational Outcomes of the University of Minnesota, continues the research efforts of these organizations in studying the efficacy and instructional impact of the Alternative Portfolio Assessment System. As such, it will study: (1) the reliability of portfolio scores, (2) how those scores correlate with validated indices of best practices for students with moderate and severe disabilities, (3) whether or not students with the most severe disabilities can evidence established learner outcomes as a function of their instruction, (4) the correlation between alternate portfolio scores and positive outcomes upon graduation, (5) the extent that teachers are modifying their instructional practices for these students as a result of the accountability requirements of the alternative portfolio, (6) the relationship between accountability requirements and building- and district-level support of inclusive, community-referenced programs for these students, (7) the extent of participation of the students in developing their own portfolios, (8) issues in establishing equitable criteria for students to participate in alternative assessment, and (9) statewide issues in developing inclusive assessment and accountability systems.

Method: These questions will be answered through a three-year research design across a series of eleven studies. Field data will include interviews, surveys, IEP analysis and on-site observations, post-graduate follow-up studies, reliability data across multiple portfolio scorings, and score distribution for the alternate portfolio in relationship to scoring distributions of students with disabilities and of all other students under the regular assessment system.

Grant Number: **H023F970008**

Classification in Context: The Effects of Research-Based, Classroom-Grounded Practices on Children at Risk for Reading Failure

Project Director: Speece, Deborah

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

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Purpose: The purpose of this three year, longitudinal project is to validate a model of assessment and instruction with respect to: representation of minority children in special education, the IQ-achievement discrepancy method of learning disability identification, the achievement and classroom behavior of children at risk for reading failure, and developmental case studies of at-risk children.

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Method: The proposed model consists of five steps: (1) screening with curriculum-based reading measures, (2) identification of children at risk for reading failure, (3) researcher-school team collaboration to develop interventions, (4) general education/special education intervention, and (5) progress monitoring of intervention effectiveness. Quantitative and qualitative methodologies will analyze change at the child, classroom, and school levels.

Products: The project will allow systematic and detailed analysis of a research-based model grounded in the realities of the classroom.

Grant Number: **H023F970010**

Gauging Outcomes to Accelerate Learning and Success: Goals for Students with Disabilities

Project Director: Fuchs, Lynn

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

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Purpose: The purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) for Students with Disabilities is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

Method: To remove these obstacles, the project will develop, validate, and codify a Dynamic Assessment Tool for Accommodations for practitioners to identify valid accommodations for students with disabilities. Strategies will be developed by which teachers can use the structure of accountability systems to realize better outcomes for students.

Products: Through the methods of this project, the meaningful participation of students with disabilities in accountability systems will increase, and that participation should produce the intended benefits of increasing expectations, adaptations, and learning for those students.

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Grant Number: **H023F970017**

Validating Accommodations that Legitimize Individuals with Disabilities Access to Testing in Education

Project Director: Tindal, Gerald

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

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Purpose: This project proposes to study how large-scale tests can be administered so that more students with disabilities can participate in the testing program and increase their chances of success. Participation rates of students with disabilities across Oregon will be tracked and analyzed and a decision-making model developed. Focus groups of teachers, parents, and students will document issues in the decision making surrounding participation and administration of the test in standard and accommodated versions. An adapted version of the test will be developed and field-tested in Oregon schools. Because there are problems associated with a "read aloud" version of the test for some students (those with vision and hearing disabilities, for example), a digitized version using CD ROM and Internet technology will be developed to assist and include those students.

Grant Number: **H023F970020**

Experimental Analysis of the Effects of Testing Accommodations on the Scores of Students with Disabilities

Project Director: Elliott, Stephen N.; Kratochwill, Thomas R.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

University of Wisconsin - Madison
Wisconsin Center for Education Research
School of Education, 750 University Ave.
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Purpose: The proposed multiyear investigation will focus on the development, use, and effect of testing accommodations on the scores of students with disabilities on challenging mathematics and science performance assessment tasks. Its major objectives are to document and describe the nature of information on testing accommodations in students' IEPs, to document actual testing accommodations when using performance assessment tasks to assess students with disabilities, to examine the effect accommodations have on test results, and to document the judgment of teachers and measurement experts on the appropriateness of testing accommodations.

Method: The predominant research design in this investigation is a between-series experimental procedure featuring an alternating treatments design element.

Products: This project hopes to advance knowledge about the impact of testing accommodations on performance assessment scores and to provide insight into the steps needed to enhance performance of all students in statewide assessments.

(84.023G)

Studying Models that Bridge the Gap between Research and Practice

Grant Number: **H023G950005**

PROMISE: Practitioners and Researchers Orchestrating Model Innovations to Strengthen Education

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Project Director: Fuchs, Lynn; Fuchs, Doug

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

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Purpose: To develop, validate, and disseminate a model for practitioner-researcher collaboration and staff development, resulting in cutting-edge, successful practices that are implemented and sustained in schools.

Method: Research will conduct two "generations" of research activity aimed at developing instructional procedures that help teachers accommodate students with disabilities during mainstream reading activity. In Years 1 and 2, staff will implement the PROMISE collaborative research model with one school and a traditional "expert" model with a second school. Both qualitative and quantitative methods will be used to examine the effects of these two contrasting research models on teacher beliefs and values, school culture, teacher practice, fidelity of treatment implementation, and student outcomes. In Years 3 and 4, staff will study the effects of the research model in participating schools in terms of whether (and if so, how long) these innovations are sustained. In addition, staff will replicate the process initiated in Years 1 and 2 and contrast collaborative versus expert models in two additional schools. Again, the project will generate information about the efficacy of further refined reading instruction. In replication of Year 1 and 2 research, teachers in the first generation of schools will be responsible for staff development in the second generation of schools.

Products: PROMISE is expected to have national impact through the development of otherwise unavailable products and knowledge: (a) the creation of a model for school-university research collaboration that bridges between practice and research; (b) a manual and videotape designed to disseminate this model; (c) validated methods for including students with disabilities in general education for reading instruction; (d) a training manual and videotape explicating and illustrating the reading methods; (e) research reports on the relative effects of collaborative versus expert research models, on reading treatment components, and on specifying a model for school-university research partnerships.

Grant Number: **H023G950012**

Development and Validation of a Partnership-Consultation-Collaboration-Professional Development Model to Bridge the Gap Between Research and Practice

Project Director: Greenwood, Charles

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Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Purpose: To articulate, implement, evaluate and disseminate an existing model designed to improve the practices of special and regular education teachers and of parents in inner-city communities.

Method: Participants in the project will include 975 students (195 with disabilities), their parents, 36 teachers and administrative staff of three school buildings in three school districts, and 10 researchers. Two of these schools will be from economically disadvantaged (35%+ in poverty) urban communities. Key components of the model to establish and maintain sustained research-practice relationships between researchers and practitioners will address partnership, collaboration, consultation, and professional development. Using a multiple baseline design across schools and a multi-method (qualitative and quantitative) measurement model, functional relationships between use of the model and changes in implementation of practices, instructional processes, and products/outcomes on students with and without disabilities will be examined. Additional participants will include the staff and students of a third, out-of-state replication school that will serve as an independent replication site for the model prior to national dissemination.

Products: In addition to direct benefits to participants, the project will result in new knowledge in the form of empirical and qualitative findings concerning the model, its components, processes, products, and outcomes. This knowledge will be published in the professional literature and used in preservice teacher training. This knowledge will also be represented in a "blueprint" of training, materials, media, and technology for replication in local schools.

Grant Number: H023G950021

Project BRIDGE: Bridging Research and Instruction through Dynamic and Ground Exchange

Project Director: Kameenui, Ed; McNair-Gallup, Sue

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

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Purpose: To develop, field-test, and evaluate a model of elementary literacy education that is (a) considerate of and sensitive to the regularities, routines, and resources of individual schools, (b) grounded in the dynamic and equitable exchange between professionals practitioners and researchers, (c) sufficiently defined to generalize to other schools and produce replicable findings, and (d) sustainable by faculty most proximal and responsible for bringing about change.

Method: Research will be conducted over a four-year period. Forty general education teachers, 8-10 special education teachers, and four school principals will participate along with four university faculty. All students with identified reading disabilities, two children identified as at risk for reading failure, and two average-achieving peers will participate from each classroom for a projected total of 280-300 children over the four year funding period. Each school will establish two teams per school that will be responsible for developing specific mechanisms and strategies of the BRIDGE model for their respective sites. One of these teams will represent K-2 classes, the other grades 3-5. A modified multiple-case replication design will be used to evaluate the effects and sustainability of the model. School culture, climate, and student literacy achievement, engagement, and attitudes will be assessed through a framework of measures to be determined at the local school level. In addition to technical adequacy criteria, these measures will be proximal to school culture and climate and will provide a cadre of common assessment instruments across schools.

Products: Research reports from the first two project years will examine the reading literacy growth of students with disabilities within the context of several bridging mechanisms and options at the school building level. Curricular materials and reports from Years 3 and 4 will provide the theoretical base and practical implications for designing and implementing a model for bridging research and practice that benefits students with disabilities and those at risk for reading and academic failure.

Grant Number: **H023G950033**

Project RILT

Project Director: Logan, Kent R.

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Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

Purpose: To develop, implement, and evaluate the Research Instructional Lead Teacher system, a model for bridging the gap between research and practice in the education of children with disabilities in general education classrooms.

Method: The RILT model will address implementing effective, research-based instructional strategies for teaching students with learning disabilities, mild behavior disorders, and students with mild, moderate, severe, and profound disabilities in regular education elementary classrooms. Using an AB design, three time series experiments will be conducted to assess (a) procedural reliability of implementation of the RILT model, (b) procedural reliability of teacher implementation of selected strategies, (c) learning of students with disabilities during implementation of the RILT process, (d) learning of students without disabilities who receive remedial educational programs, and (e) teacher instructional and student responding (ecobehavioral) variables during implementation. Three ethnographic case studies will be conducted from the emic perspective to identify influential belief systems impacting selection and use of instructional strategies. Five studies using single subject experimental designs will be conducted to study the effectiveness of RILT. Results of a school climate survey will be examined to determine differences (if any) on variables measured in schools after participation in RILT. The RILT model will then be replicated in another school using local resources and action research data collection procedures.

Products: In addition to dissemination materials for presentation to professional journals and conferences, project products will include: a RILT model implementation module describing module components, roles of key research teachers, procedures for implementation and training, and results of implementation in various settings; "teacher-friendly" intervention modules describing research-based interventions, step-by-step procedures for implementing interventions in general education classrooms, adaptations made in different classrooms, and manageable data collection procedures. These reports and modules will be made available to a variety of professional institutes, clearinghouses, and technical assistance organizations.

Grant Number: H023G950045

Beyond Bridging the Gap: Creating Learning Communities of Research and Practice

Project Director: Boudah, Daniel J.; Knight, Stephanie

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

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Purpose: To develop and validate a participatory research and development model that creates learning communities of research and practice in which the ultimate goal is to impact teacher thinking and instructional behavior in inclusive classes, the school systems and cultures in which teachers work, university teacher training and research programs, and the academic outcomes of students with and without disabilities in inclusive classes.

Method: First, a working model of participatory research and development (PR&D) will be developed and implemented beginning with ten secondary special and general education teachers in the first year (expanding to 35 teachers in the first three years) to address authentic instructional problems in the inclusive classrooms of participating teachers. Second, descriptive and intervention studies will determine the effects of teacher involvement in PR&D on their problem-solving/innovation development process, including their planning, instructional behaviors, and attitudes. Third, intervention studies over the first three years of the project will determine the effects of teacher participation in the PR&D process and implementation of classroom teaching and learning strategies in experimental classrooms on the academic performance of students with mild disabilities as well as those without disabilities (N=80 students in the first and third years, N=40 in the second). In addition, in each year of the project, the academic performance of students with and without mild disabilities within experimental classes will be compared to the academic performance of students with and without disabilities in classrooms where teachers do not participate in PR&D but do implement the innovations of PR&D teachers. Fourth, descriptive studies will address the effects of teacher, administrator, and staff involvement in participatory research and development on the system, culture, and professional climate of the schools included in the project. Finally, descriptive studies will determine the effects of participation in participatory research and development on the attitudes, future research plans, and teacher preparation programs involving participating university educators.

Products: Project findings will be disseminated through presentations to peers within participating institutions and regional and national conferences, as well as publication of research findings in practitioner and research journals.

(84.023H)
Center for Policy Research on the Impact of General and Special Education Reform

Grant Number: **H023H940002**

Cooperative Agreement to Establish a Center for Policy Research on the Impact of General and Special Education Reform

Project Director: Roach, Virginia

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

National Association of State Boards of Education
1012 Cameron St
Alexandria, VA 22314
Voice: (703)684-4000

Purpose: To establish a Center for Policy Research on the Impact of General and Special Education Reform to investigate and analyze critical issues in current general and special education policies, their interactions, and their impact of students with disabilities, with a focus on discerning policy options for stakeholders at the federal, state and local levels.

Method: Over a three-year period, the Center will conduct extensive cross-site analysis across diverse state and local sites and across dimensions of policy development, implementation and impact. The Center will use primarily qualitative research methodologies, including systematic policy review, case study design and action research. The Center will report on: 1) interaction of special and general education reform efforts within sixteen states; 2) four in-depth case studies of how state-level special and general education reform policies interact with and impact on local school districts and on students with disabilities; and 3) four additional in-depth case studies of school districts engaging in reform of both general and special education, such as those creating "inclusive" schools, including their interactions with state-level educational policies.

Products: The Center will provide a structured program of training and mentoring to at least four graduate students each year in the fields of public policy and/or disability policy. They will be offered formal coursework and will participate as field researchers under the direction of senior researchers. The Center's research findings will be widely disseminated through channels and vehicles that are readily accessed by a variety of stakeholders in language which will be jargon-free, appealing to a wide audience.

(84.023N and 84.324N)
Initial Career Awards

***Grant Number:* H023N970026**

Effects of Setting on Friendship and Acceptance of Young Children with and without Disabilities

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Project Director: Buysse, Virginia

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
105 Smith Level Rd
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Chapel Hill, NC 27599-8180
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Purpose: The purpose of this study is to examine the effects of two types of early childhood programs on the social behaviors of preschoolers with disabilities: integrated special education programs in which the majority of children enrolled have disabilities, and inclusive regular child care programs in which the majority of children enrolled are typically developing.

Method: The sample will include 330 children with disabilities and 330 typically developing children from 60 early childhood programs. The study will document the effects of early childhood setting on two types of social outcomes: friendship and peer acceptance. Additionally, the study will assess how child characteristics and other program characteristics mediate friendship and peer acceptance among young children with and without disabilities.

Products: The findings of the study should provide important theoretical information about complex transactions among social outcomes, child attributes, and the broader social context. The results will have clinical implications with respect to designing and evaluating future interventions aimed at promoting peer acceptance and positive peer relationships among children with and without disabilities. The results will be disseminated widely and the project will publish a consumer-oriented article for parents and classroom teachers.

Grant Number: **H023N970037**

Culturally and Linguistically Relevant Strategy Instruction for Language Minority Students with Learning Disabilities

Project Director: Jimenez, Robert T.

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

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Purpose: This project will describe the literacy strengths and difficulties faced by language minority students with learning disabilities in grades 4 to 6, develop and refine instructional interventions for them, and disseminate the findings of this research.

Method: In-depth descriptive studies of Asian American and Latina/Latino students with learning disabilities will inform the development and implementation of instructional interventions by which students are taught three reading strategies and provided with opportunities to increase their reading rate and fluency.

Products: This project will refine a model of language minority students who have learning disabilities or who are at risk for referral to special education. Dissemination of research findings will include publications in professional journals and production of videotapes of effective literacy instruction. Teacher training modules will also be developed and implemented, and serve as vehicles for disseminating information produced by the project.

Grant Number: **H023N970042**

Early Development and Intervention Needs of Young Children with Visual Impairments

Project Director: Hatton, Deborah

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project will examine early development and intervention needs of young children with severe visual impairment, develop a series of intervention studies, conduct a pilot study of the most promising interventions, and disseminate implications for facilitating development and optimizing education for this population.

Method: A series of three studies will be conducted: in Study 1, two extant data bases will be combined to form a longitudinal data set; in Study 2, 50-100 parents of children with visual impairment and 20-50 adults with visual impairment will be interviewed; and in Study 3, 300 early childhood teachers will be surveyed. Qualitative and quantitative methods will be used to analyze data from studies 2 and 3.

Products: The products generated from this project will include a series of six articles, three geared to researchers/clinicians and three geared to parents/teachers; a monograph describing the project's findings; state and national presentations; and a series of proposals for intervention studies.

Grant Number: **H023N970049**

Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities

Project Director: Pretti-Frontczak, Kristi

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

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Purpose: This study is designed to fill a critical void in early childhood special education (ECSE) by meeting three procedural goals: to examine and describe the instructional behaviors of teachers working in ECSE classrooms; to assess and describe changes in teacher behaviors following training; and to measure the effects on children's performance when IEP/IFSP goals and objectives are embedded in daily activities.

Method: The project comprises three interrelated studies. The first study will examine the types of assessment tools ECSE teachers are using and the utility of IEP/IFSPs for program planning. Teachers will be observed in attempts to establish benchmarks regarding the frequency that they are able to embed children's targeted IEP/IFSP goals and objectives. The second study will examine the effects of training on how frequently teachers embed goals and objectives, when they do so, and the strategies they use to embed. The third study will examine the effects on young children's development when IEP/IFSP goals and objectives are embedded in daily activities.

Products: Through this project, the instructional behaviors of teachers working with preschool children with disabilities will be examined, the effects of embedding training on teachers' use of instructional behaviors will be determined, the effects of embedding children's goals in daily activities will be studied, and a line of research regarding the treatment validity of the project methods, the utility of IEP/IFSPs, and the effectiveness of embedding children's goals and objectives in daily activities will be expanded.

Grant Number: **H324N980017**

Improving the Efficacy of Classroom Interventions for Students with ADHD and Related Concerns

Project Director: Ervin, Ruth

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2001

Western Michigan University
City of Kalamazoo
Kalamazoo, MI 49008
Voice: (616)387-5116

Purpose: This project will address the need to improve the efficacy of school-based assessment, intervention selection, and progress monitoring for students with ADHD and related concerns by focusing on the gap between empirically-based best practices found in the research literature and current practice in elementary school settings

Method: This project will train school-based intervention assistance teams in best practices in assessment, intervention selection, and progress monitoring for students with ADHD. A multiple baseline design for implementation of training will allow for both within and between group analyses of effects training.

Products: The impact of this training on service delivery to students with ADHD, teaming process and outcomes, and consumer satisfaction with these outcomes will be documented and results will be disseminated to groups at a national level. A refined effective, efficient, and practical model will be incorporated into a training manual.

Grant Number: **H324N980023**

Integrative Synthesis of Social Outcomes for Students with Learning Disabilities and Emotional/Behavioral Disorders: Effects of Placement and Instructional Grouping Practices

Project Director: Elbaum, Batya

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2000

University of Miami
School of Education
PO Box 248065
Coral Gables, FL 33124-2040
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Purpose: The purpose of this project is to conduct a comprehensive, integrated synthesis of the research on the effects of classroom placement and within class instructional grouping on social outcomes for students with learning disabilities and emotional or behavior disorders.

Method: The project combines three approaches to research synthesis: meta-analysis, traditional narrative review, and multivocal synthesis.

Products: The integrated synthesis will provide parents, teachers, and educational leaders with clearer information concerning the effects of placement and grouping decisions on students' social well-being.

97

Grant Number: **H324N980024**

Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders

Project Director: Tobin, Tary

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Oregon
College of Education
Special Education & Community Res
5219 Eugene
Eugene, OR 97403-5219
Voice: (541)346-1423

Purpose: The goal of this project is to develop and test a practical approach to the identification of, and intervention with, students with emotional or behavior problems with the objective of examining the possibility of improving educational services to students with EBD by using a program of positive support.

Method: A prospective, longitudinal cohort design and a single subject design for case studies of students who receive individualized interventions will be utilized to examine exisiting school records to identify fifth grade children in need of additional support. Functional assessments by school problem solving teams to systematically develop individualized interventions, and collaboration between parents and schools in planning for transition from elementary to middle school will also be investigated.

Products: A procedures manual for future school teams and researchers who may wish to use this model will be developed.

Grant Number: H324N980033

Project VALUE: Valid, Adult-Mediated Literacy Instruction Which Is Useful and Efficient

Project Director: Howard, Jill K.

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

Louisiana State University
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Purpose: The purpose of this project is to develop and evaluate feasible methods for preventing reading failure by analyzing feasible and cost-efficient methods of reducing the number of students who would typically qualify for special education services and then to develop intensive intervention, thereby enabling school systems to use existing resources more effectively.

Method: Year one will focus on examining efficient means of increasing the literacy skills of at-risk first-graders. These adult-mediated procedures will center around the tutoring routines used in 1st Grade Peer-Assisted Learning Strategies (PALS), but these will be expanded to include scaffolded reading and writing experiences. The project will also examine the effectiveness of a specific metacognitive strategy which includes the use of a few, simple mnemonic aids. The project will use a three-between subjects (adult-mediated instruction vs. adult-mediated instruction with mneumonic strategy vs. contrast) design. The first group will be taught using simple routines similar to those used in 1st Grade PALS. The second group will be taught using the same routines with the incorporation of a mnemonic strategy. The third group will be a no-treatment contrast group, with most students in this group participating in already existing community volunteer tutoring. Approximately 90 at-risk students (determined through screening procedures) from 30 different classrooms will be randomly assigned to the three groups. Pre- and post-test achievement data will be collected on basic literacy skills. Additionally, curriculum-based measurement data of both oral reading fluency and phonemic segmentation fluency will be collected. In Year Two, the project will conduct two studies simultaneously. The first will explore the effectiveness of the program when it is implemented by community volunteers. The project will use a two-between subjects (adult-mediated instruction vs. contrast) design. About 24 classrooms will be involved, including three students per classroom with half of these students being assigned to the treatment group and the remaining assigned to a no-treatment contrast group. In the second experiment in Year Two, the project will develop and test specialized instructional methods which would ultimately be delivered by a certified teacher, most likely a special education teacher in an inclusive setting. These methods will be designed to foster careful, yet automatic attention to all the letters in words. Phonemic segmentation fluency and oral reading fluency will be monitored weekly using curriculum-based measurement (CBM). In Year Three, the project will implement both levels of instruction simultaneously with a new sample of first graders.

Products: Project-related accomplishments will include detailed reports on the findings, a new validated volunteer-based instructional system, a set of procedures for meeting the needs of the most difficult to teach students, and detailed manuals for training volunteers and other service providers to use the methods developed and researched through this project.

(84.023V and 84.324V)

Research Institutes to Accelerate Learning for Children with Disabilities with Curricular and Instructional Intervention

Grant Number: **H023V970008**

REACH: Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

Project Director: Morocco, Catherine Cobb

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

Education Development Center, Inc.
Center for Family, School, and Community
55 Chapel Street
Newton, MA 02158-1060
Voice: (617)969-7100

Purpose: The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities (REACH) is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-based curricula in mathematics, science, social studies, and language arts.

Method: Principal investigators will conduct research around issues of how interventions support students with disabilities, how they impact the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation. Researchers in the project will design and pilot interventions, test their impact, and study the impact on student learning of varied implementation supports for teachers, helping to provide students with disabilities access to authentic tasks, strategies to meet the cognitive demands of the task, support for collaborative inquiry with peers, and opportunities for substantive conversations about "big ideas."

Products: REACH will develop a family of products to influence practice, including case studies of supported curriculum, and will disseminate findings and products within several national networks. With its community of researchers and educational leaders and its research program, REACH expects to accelerate content learning for students with disabilities and to contribute to their inclusion in standards-based reform.

Grant Number: **H324V980001**

Center to Accelerate Student Learning: CASL

Project Director: Fuchs, Lynn; Fuchs, Douglas

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2003

Vanderbilt University
Peabody College
Kirkland Hall Room 512
Nashville, TN 37204
Voice: (615)343-4782

Purpose: The Center on Accelerating Student Learning (CASL) will accelerate learning in the early grades for students with disabilities and provide a solid foundation for sustained learning through the intermediate grades and beyond. To accomplish this goal, CASL has four objectives: 1) to co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, which focus on low- and higher-order skills as well as fluency, transfer, and maintenance; 2) to identify the critical classroom-setting features required for implementing innovative multi-component practices; 3) to develop a conceptual model that integrates a comprehensive instructional framework with classroom context necessary to support its implementation; and 4) to provide practitioners with logistical guidance, self- assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Method: To accomplish this workscope, CASL brings together five investigators who will work within a common conceptual framework, rely on each other's instructional components to achieve greater comprehensiveness, and collaboratively build instructional methods to promote fluency, transfer, and maintenance. A strategic program of classroom research, with quantitative (descriptive and experimental) and qualitative studies has been designed. CASL will conduct this research across sites (New York City, suburban Maryland, urban Nashville, and rural Tennessee) representing diversity in terms of geography, student demographics, and school organizations. Project staff will collect, analyze, and communicate data on a range of variables, including student learning, contextual features, teachers, and parents. Students will be followed across years to assess the sustainability of effects. Collaboration will occur with content specialists, research institutes, communication specialists, and professional and advocacy organizations to ensure effective communication with diverse audiences. The project will also provide training and research opportunities for at least 11 graduate students, including those from traditionally underrepresented groups.

Products: CASL's work occurs in four strands, each of which span five years. In Strand I, numerous contextual and student variables in diverse classrooms will be studied to identify which contextual features support best practices and student learning. Annual replications will be conducted across sites. In Strand II, investigators will share effective instructional components to build more comprehensive methods and develop new approaches for promoting fluency, transfer, and maintenance. Each year, experimental studies exploring the effectiveness of added instructional features will be conducted. In Strand III, the project will produce a self-assessment for making classroom contexts more supportive; a self-assessment for specifying how to make instructional programs more comprehensive; a set of multi-component instructional methods in reading, writing, and math; a blueprint for helping teachers build more comprehensive methods on their own; manuals/videos with which practitioners learn to use the self-assessments, the instructional methods, and the blueprint; and research reports that are accessible to researchers, practitioners, and parents. In Strand IV, these products will be disseminated in ways that achieve broadest exposure and adoption.

(84.024B)
Model Demonstration Projects for Young Children with Disabilities

Grant Number: **H024B940011**

Building Inclusion in the Early Childhood Classroom through the Use of Cultural Sensitivity and the Use Of Assistive Technology

Project Director: Goldberg, Paula F.

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

PACER Center, Inc
4826 Chicago Ave. S.
Minneapolis, MN 5 5417-1098
Voice: (612)827-2966

Purpose: To develop, implement, evaluate and disseminate a model for serving young children with disabilities that increases competencies of early childhood personnel to use assistive technology in order to facilitate the inclusion of children with disabilities.

Method: In the first of three project levels, staff will develop and conduct a model curriculum incorporating six instructional modules in an experiential format. Modules will include classroom activities using assistive technology, competitive and cooperative learning, and evaluating and appreciating each child's unique and diverse strengths and needs. Trainees will learn to use assistive technology, to evaluate computer software for cultural and disability bias, and to use assistive technology to foster inclusion of children with disabilities with their peers. Professionals will also learn about cultural factors that may influence a family's interest in assistive technology, and how to best involve family members in a child's learning activities. Family members trained during the first year will participate as trainers in succeeding years. In Project Level 2, participants will design a series of activities using computer software and other assistive technology available to them for a particular group of children in their program. Teams of participants will develop and present an orientation session for their colleagues and participating families on the value of assistive technology. Project staff will visit each site at least three times during the series of training sessions to provide technical assistance and to videotape activities for later discussion and evaluation. Project Level 3 will include the development of 1) a culturally sensitive brochure for families and team members about the usefulness of assistive technologies for learning and building self- esteem, 2) a 12-to 15-minute videotape that will illustrate how assistive technology can expand the world of young children with disabilities, and 3) materials describing the project for those interested in its replication. Early childhood personnel, their students, and family members (N=165-200). including a large proportion of culturally diverse children and children with disabilities integrated with typical peers of the same age group.

Products: This project will result in increased access to assistive computer technology by culturally diverse and low-income families of children with disabilities, a new curriculum on using computer technology to foster inclusion for early childhood programs across the country, and families knowing more about their children's rights to assistive technology and about nationwide technological resources.

Grant Number: **H024B940014**

Beyond The Barriers: Enhancing Community Options for Families of Young Children

Project Director: Nelson, Debra

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

University of New Hampshire - Durham Institute on Disability
107 Service Building, UNH
Durham, NH 03824-3585
Voice: (603)862-0560

Purpose: To explore and demonstrate new models addressing the needs of young children with disabilities and special health care needs and their families through community-initiated model demonstrations, a statewide technical assistance network and a series of public awareness activities.

Method: Staff will divide project focus between community-initiated model demonstrations and a capacity-building effort that will include a statewide technical assistance network and a series of educational, public awareness, and personnel development activities. The community-initiated model demonstrations will focus on exemplary practices and critical issues in early care and education, including 1) inclusion, 2) family-centered support, 3) health care services, 4) transition, 5) training and technical assistance, 6) collaboration, 7) eligibility, and 8) funding. Based on project priorities, at least three model demonstrations will be selected throughout New Hampshire during each of the first four project years. By Project Year 5, a model demonstration project will have been established in each of New Hampshire's ten counties, and one replication project will be established in a neighboring New England state. Each model demonstration project will include a regional resource team consisting of various stakeholders, who will identify key issues within that county on which their efforts will be focused. With technical assistance and financial support provided by project staff, each team will provide support to 25 families of young children with disabilities or special health care needs in one year to enhance their options for receiving services within their communities. In order to increase the availability of high quality, inclusive early care and education programs and services, the project will collaborate with key agencies, groups, and individuals to 1) increase the number of family members and providers who are skilled in exemplary, inclusive early care and education practices, and 2) create an ongoing technical assistance and support network of individuals who can support families and providers in their efforts to provide inclusive services. Key collaborators will include the Bureau of Special Medical Services, Head Start of New Hampshire, and other appropriate sources. The project will also adopt previously successful formats and offer a series of collaboratively-sponsored activities for various audiences. Young children aged birth to six years (N=250) with disabilities or special health care needs and their families within each of New Hampshire's 10 counties, and young children aged birth to six years (N=25) with disabilities or special health care needs and their families from a neighboring New England state.

Products: This project will result in enhanced public awareness and increased access to training and technical assistance, and an increased capacity for local communities throughout New Hampshire to offer inclusive early care and education for young children with disabilities or special health care needs and their families.

Grant Number: **H024B940020**

Building Community Resources Project

Project Director: Dunst, Carl

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Allegheny-Singer Research Institute
Office of Resource Development
320 East North Avenue
Allegheny County
Pittsburgh, PA 15212
Voice: (412)359-1600

Purpose: To promote the mobilization and integration of community resources and early intervention services to meet inclusion needs of young children with disabilities and their families.

Method: The focus of this model-demonstration project will be the collaborative identification of needs jointly done between families, demonstration project staff, early intervention practitioners, and community representatives functioning as partners. During the initial assessment phase of this project, staff will identify the needs of all families of young children in the community. The five assessment methods to be used will include social indicators, community forum, social survey, resource recipient, and key informant approaches. In the explanatory analysis phase, staff will study whether the relationships between organizations impede the flow or development of resources to children and families. Project staff will then develop and use a capacity inventory for identifying strengths of community programs and organizations that lead practitioners and program builders to recognize their assets and meaningful contributions to meeting child and family needs. Once strengths have been identified, possible barriers to services will be studied by project staff. The next component's activities will promote early intervention program staff utilization of community resources as a way of meeting inclusion goals. Staff will develop strategies for inclusion of community programs and organizations as sources of support and resources for meeting child and family needs. Further activities will include practitioners' participation in community resource mapping strategies and the development of mini-teams of stakeholders. These mini-teams will develop procedures and strategies that aim to meet inclusion goals in all aspects of early intervention practices. The target population each project year will be children with disabilities (N=20-25), families of these children (N=20- 25), early intervention practitioners (N=10-20), and community people (N=10-20).

Products: This project will result in increased awareness, use and availability of community resources to children with disabilities and their families, and increased use of community resources mapping and capacity inventories for promoting use of community resources and building community capacity.

Grant Number: **H024B940027**

Project Interact: Interventions For Infants With Visual Impairments/ Multiple Disabilities And Their Families

Project Director: Chen, Deborah

Beginning Date: Sep 1, 1994
Ending Date: Aug 30, 1999

California State University - Northridge
Department of Special Education
18111 Nordhoff St.
Northridge, CA 9 1330
Voice: (818)885-4974

Purpose: To develop an effective family-centered model of service delivery which 1) meets intervention needs of infants and toddlers with multiple disabilities and visual impairments, 2) supports caregiving priorities and values, 3) facilitates mutually enjoyable infant- caregiver interactions in natural environments, and 4) builds family, professional and transdisciplinary collaboration in planning and implementing intervention strategies.

Method: First, infants with multiple disabilities and visual impairments including those who are deafblind will be identified. Next, their early interventionists (EI) and primary caregivers will participate in intervention activities as EI-caregiver teams. After refining interaction skills with infants through project training, teams will identify and promote appropriate contingent responses to infant behaviors which will in turn motivate infant learning and expression as well as infant/caregiver bonding. The context for interventions will include daily routines set in natural environments such as the child's home. Videotaped interactions between infants and their caregivers will be used to identify infant communications and ways to support them, provide opportunities for reflection and self observation by caregivers and EI, and develop and evaluate intervention strategies. Individualized contingency games will be developed for each participating infant and caregiver to allow for differences in degree of disability, cultural and linguistic background, and individual personality and interests. EI-caregiver teams will then implement intervention plans to assist them in 1) identifying effective interaction patterns, 2) identifying infant competencies, 3) demonstrating ways to encourage infant responsiveness and mutual attention, and 4) providing positive feedback to the caregiver regarding mutually enjoyable exchanges. Participating members of relevant disciplines will review videotaped examples of these contingency games to provide feedback from the perspective of their own disciplines and a broader interpretation of the meaning of an infant's behaviors. During the first three project years, the project will involve infants and toddlers with visual impairments or multiple disabilities and their caregivers and early interventionists (N=30) in several early intervention programs in southern California. In the fourth and fifth years, the model will be replicated in Florida with additional families.

Products: This project will result in a refinement of early interventionists' skills in helping caregivers develop mutually enjoyable interactions with their infants, a model for field-based program development and networking among programs, a protocol on infant interaction and an intervention guide and video for developing and implementing contingency games.

Grant Number: **H024B940032**

Partners Plus - Early Childhood Model Demonstration Project

Project Director: Ownby, Lisa L.

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

Williamsburg Area Child Development Resources, Inc.
Board of Directors
150 Point O'Woods Blvd.
Williamsburg, VA

Purpose: To expand respite care options for families and children (birth-8) with special needs by developing a natural and family-centered model that involves families in the design, implementation, and evaluation of respite care services.

Method: This seven-step model includes three main goals: 1) to develop and implement a model of respite care that is run by families, 2) to disseminate information and products promoting this model, and 3) to coordinate and promote continued support for project activities with state and local agencies. During Step 1, staff will identify participating children and families through agencies across the community and through various public media. Project staff will support families in recruiting their own caregivers by training them in caregiver selection strategies. In Step 2, staff will help each family determine the degree of screening necessary for potential caregivers, how to conduct reference checks, and other steps of recruitment. Step 3 will include the development of training plans based on families' expressed needs for information and materials. Family Orientation Training will include definitions of respite care, criteria for selecting caregivers, principles for teaching adults, and daily routines as used in teaching caregiving. During Step 4, actual training of caregivers will commence, including ways to communicate and work with families, special challenges for children with disabilities, and how to learn each child's caregiving routine. During Step 5, families will evaluate their own training, and may use feedback from caregivers about training content and process using surveys. Step 6 will include an evaluation of the extent to which project activities were carried out as planned, and the extent to which project outcomes were achieved. In Step 7, planning for continuation of the model beyond the funding period will commence. Project staff will identify families who are interested in forming a cooperative support group as well as families interested in participating on an advisory committee. As the funding period ends, this program may be run by families through an informal network, an existing parent support organization, a new organization, or by another more appropriate community agency. Children between birth and eight (N=72-240) served in early intervention or special education programs, families (N=30) who will train and use respite care, and caregivers (N=40) who will increase their skill in caring for children with disabilities.

Products: This project will result in a replicable model program of family- centered respite care for children, increased options for respite care for families, increased awareness by policy makers and program planners of the need for respite care as part of a family-centered service delivery.system, and in materials to assist other communities in replicating or adapting the model.

Grant Number: **H024B940033**

Building Community Supports: A Family-Centered Preschool

Project Director: Hatley, Josephine

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

University of Pittsburgh
350 Thackeray Hall
Pittsburgh, P A 15260
Voice: (412)624-7400

Purpose: To develop a model of service delivery that offers families a wide range of supports based on their own identification of concerns, resources, and priorities in the development of an individualized family service plan (IFSP).

Method: Project staff will develop a model of service delivery in collaboration with various agencies offering families a wide range of supports based on their own development of an IFSP. Supports will include 1) expansion of the family's informal social support network within their own cultural communities, 2) increased access to existing community resources, 3) development of support networks among participating families, 4) development of 10 parent-to-parent education modules emphasizing community and family integration, 4) increasing readability of previously published materials accessible from special resource and public libraries, and 5) improving the integration of family support and classroom programs. Training modules will emphasize family and community inclusion at the preschool age level, utilizing a format that will guide family support volunteers or family consultants in assisting another family explore specific issues. The family consultant will be a parent of a child with a disability who coordinates and facilitates the establishment of formal and informal family support networks and maintains a close liaison with the classroom program and staff. A family support volunteer will be a family member of a participating child who provides general or specific support to another participating family from their own ethnic or racial community. This project will also focus on the development of effective strategies for transitioning preschool programs from traditional models to a family-centered approach. Children between the ages of 3 and 5 (N=40) with a wide range of disabilities who receive services in child care sites throughout the area.

Products: This project will result in a model for a family-centered preschool program, statewide efforts to become increasingly family-centered, and in more culturally sensitive family services to preschoolers with disabilities. Effective strategies for transitioning preschool programs from transitional models to more family-centered approaches will also be developed.

Grant Number: **H024B940054**

Using Innovative Technologies with Children with Disabilities in Developmentally Appropriate Practice Preschool Programs

Project Director: Mahoney, Gerald

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

Children's Hospital Medical Center of Akron
Family Child Learning Center
One Perkins Square
Akron, OH 44308
Voice: (216)633-2055

Purpose: To develop, validate, and implement two instructional modules ensuring effective use of assistive technology for preschool-aged children with disabilities.

Method: The first of two modules produced by this project will include guidelines and procedures required for integrating assistive technology into Developmentally Appropriate Practice Curricula (DAPC) for preschool-aged children with disabilities. The teacher's guide will address five identified impediments to teachers using technology in preschool classrooms. Component One includes an updated listing of augmentative communication, computer access devices, and computer software programs catalogued according to minimum abilities required to use these devices, and the range of skills for which these devices would be appropriate. Component 2 will help teachers determine how effectively children are using assistive devices through a rating scale classifying children's levels of involvement with assistive technology. Component 3 will cross-list software programs and augmentative communication devices according to specific types of skills these devices encourage or promote. Component 4 will help teachers integrate assistive technology into DAPC, including suggestions for common DAPC activities and routines. Recommended classroom schedules will be generated to maximize children's opportunities to use technologies during the daily routine. Component 5 will include 5 to 10 examples of Individualized Educational Plans (IEPs) to illustrate the recommendation of assistive technology and criteria for evaluating effectiveness. Module 2 will include guidelines and procedures for helping parents integrate assistive technology into children's natural, home environments. This parents' guide will include four components that 1) introduce parents to augmentative communication and assistive technology, 2) instruct parents in how to use assistive technology, 3) collaborate with parents to develop a plan for integrating assistive technology into the home environment, and 4) provide funding sources for assistive technology and augmentation.

Products: This project will result in guidelines for integrating assistive technology into DAPC and the home environment, and in data examining the impact of assistive technology on the level of engagement of children with disabilities in developmentally appropriate activities at home and in regular preschool settings.

Grant Number: **H024B940059**

Integration Daily Activities

Project Director: Robinson, Cordelia

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1999

University of Colorado Health Sciences Center
JFK Center for Developmental Disabilities
4200 East 9th Avenue
Denver, CO 80262
Voice: (303)270-7224

Purpose: To develop, pilot, and disseminate a functionally-oriented, parent- directed, outcome-based model for the delivery of early intervention services to infants and toddlers with significant disabilities in natural settings.

Method: Staff will develop a trans-disciplinary model of early childhood intervention which includes parents as equal partners in the assessment and intervention of infants and toddlers with low incidence disabilities in their homes and child care settings. The first of five training components will cover 1) partnerships with families in delivering services to infants and toddlers, 2) how to include families in planning for their child, and 3) how the family's culture and background may influence their relationships with professionals and with their children. This first training phase will also study transagency service coordination. Phase 2 of training will review the development of parent to parent support resources within community health centers through studying needs of parents with young children with disabilities. Phase 3 will concern the development of transdisciplinary teams and principals function focused assessments and interventions. In this phase, trainees will study different models of team functioning, the roles of different disciplines, and challenges facing transagency teams. Phase 4 training will include the development of interagency collaboration between primary health care systems and community agencies. Training during this phase will provide understanding of basic differences between primary health case systems and community agencies which can be barriers, and will provide an understanding of techniques for development of interagency collaboration. Phase 5 will conclude training with a review of natural supports and community-based services emphasizing inclusion. This final phase will look at how communities can be changed to provide opportunities and options for everyone, and how services can be delivered to infants and toddlers and their families in ways that support both integration and family life.

Products: As a result of this project, children will show progress in developmental and functional goals, and families of children who receive these services will demonstrate 1) high levels of self- perceived competence as equal and contributing team members and 2) daily and weekly schedules more conducive to quality family time.

Grant Number: **H024B940064**

Developmentally Appropriate Play-Based Early Intervention/Education For Young Children With Disabilities

Project Director: Hanline, Mary Frances

Florida State University
Department of Special Education
109 Morgan Building
Office of Research
Tallahassee, FL 32306-3067
Voice: (904)644-4880

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

Purpose: To implement and evaluate a developmentally appropriate play-based early intervention/education model for toddlers and preschoolers with a variety of disabilities in a community child care program.

Method: This model involves four major components: 1) the arrangement of the physical environment to promote learning within the context of play, 2) a daily schedule that allows children adequate time to learn through play, 3) the role of adults, and 4) adaptations and accommodations for children with disabilities. The physical environment will be arranged into activity areas including blocks, readiness and small muscle development, and music or movement, and will be designed to enhance young children's play, encourage and support peer social interactions, and promote appropriate adult-child interactions. The daily schedule will be structured to allow time to promote children's learning within play. Each toddler will be developmentally placed in a play group of six children, and preschool children will be placed in groups of ten, including those children with disabilities. Play groups will rotate between activity centers throughout the day, meeting for meals to provide a family atmosphere. Participating teachers will structure the environment to allow children to learn through active exploration and interaction with adults, other children, and materials. While the majority of adult- child interactions will be one-on-one, adults will help develop group participation skills when group activities do occur. While the children play, adults will follow the child's leads and interests, though the adults may need to play with the children to model new play ideas and redirect their behavior. The play opportunities with which each child is provided will guide the children toward their optimal developmental levels.

Products: This project will result in a model for implementing developmentally appropriate practice (DAP) play-based early intervention/education, evaluation data that will be translated into practical application for professionals and paraprofessionals in relevant disciplines, and in a videotape, accompanying user's manual, and a manual describing the major program components.

Grant Number: **H024B950017**

A Family Centered NICU Model

Project Director: Singer, George

Beginning Date: Oct 1, 1995
Ending Date: Dec 25, 1999

Dartmouth College
NH University Affiliated Programs
6210 Raven House
Hanover, NH 0375 5
Voice: (603)650-8987

Purpose: To establish a model family-centered neonatal intensive care unit and to disseminate the model nationally through manuals, video tapes, and journal publications.

Method: Components of the model will include the following: 1) family partnership in governance; 2) parent to parent support; 3) family-centered staff training; 4) community linkage to local physicians, hospitals, and early intervention programs; 5) family-centered information systems; 6) partnerships in decision making; 7) family psychosocial supports; and 8) family-centered follow-up services. Model components have been identified through a needs survey and interviews conducted with parents who have been served through the NICU, consultations with neonatology staff, and a review of current literature. A randomized group comparison design study will be conducted to assess the efficacy of the interventions on measures of infant development, parental emotional and psychological status, family needs, and social support. A follow-up study will evaluate the impact of these practices over time. A qualitative evaluation will describe the processes of implementing the model and the impact of model components that cannot be evaluated experimentally. 120 families of children with disabilities will participate in the initial study of the efficacy of the project's interventions, although numbers of infants served through the continued operation of the NICU will be much higher.

Products: Dissemination of project activities and findings will include a quarterly project newsletter, videotapes illustrating model components, publication of results in professional journals, and a book on creating a family-centered NICU. Replication of the model at other NICUs will include local replication plans, technical assistance, and funding support.

Grant Number: **H024B950020**

Supporting Neurobehavioral Organizational Development In Infants With Disabilities: The Neurobehavioral Curriculum For Early Intervention

Project Director: Hedlund, Rodd

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

Washington Research Institute
150 Nickerson St, Suite 305
Seattle, WA 91809
Voice: (206)285-9317

Purpose: To develop, field test, and evaluate an innovative curriculum which will assist early intervention professionals, parents, and early intervention paraprofessionals to recognize and support the neurobehavioral organization of infants with severe disabilities.

Method: The proposed curriculum will consist of three major components: 1) Neurobehavioral Strategies for Intervention to assist intervention professionals in supporting the neurobehavioral organization of infants during assessment, intervention and caregiving sessions; 2) Neurobehavioral Facilitation Guide for Parents, which will assist early intervention professionals in training parents to observe, interpret and support the neurobehavioral organization of their infants; 3) Neurobehavioral Instructional Guide for Paraprofessionals to better support the neurobehavioral organization of infants during their daily interactions with infants and their families. Project staff will develop these curriculum materials, implement and evaluate them, disseminate them, and replicate them. Infants, newborn-8 months developmental age, who are born with very low birthweight or with severe disabilities and their families will be the primary beneficiaries of this program, although early intervention professionals and paraprofessionals will also receive direct training through the project.

Products: The result will be a comprehensive neurobehavioral curriculum supporting the neurobehavioral organizational capacity of the infant born with very low birthweight or severe disabilities. The proposed curriculum will be referenced to the Infant Behavioral Assessment tool and should result in the formation of a neurobehavioral assessment/curriculum system for early childhood special education. Research articles, articles for practitioners, and presentations at professional meetings are planned to help disseminate the finished product.

Grant Number: **H024B950029**

Project Kako'o

Project Director: Johnson, Jean

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

Hawaii Department of Health
Family Health Services Division
PO Box 3378
Honolulu, HI 96801-3378
Voice: (808)942-8223

Purpose: To provide supportive parenting assistance to parents with cognitive disabilities who have infants and toddlers.

Method: Family members who meet eligibility criteria and request assistance will work with their care coordinator to identify their resources, priorities, and concerns. To assist in this process, the care coordinator will review the family's daily routines, identifying areas that are working well as well as areas where assistance is needed (such as providing nutritional meals, transportation to infant development program sites, providing appropriate developmental activities at home, and home safety). Any newly identified resource, priority, or concern will be added to the current IFSP and a decision will be made as to the most appropriate parent training/support needed and how it would be best implemented. The care coordinator will then contact the program for possible parent coaches and programs that have expressed a willingness to serve. Parent coaches will support parents' acquisition of new skills through parent training, counseling, and support of parent attendance at community- based programs. Additional resources to be developed will include visual aids designed to pictorially illustrate how parents can carry out key responsibilities. Further training will include community service providers as well. All infants and toddlers who are eligible for early intervention services and have parents with cognitive disabilities will be eligible for participation; this number is estimated at 213.

Products: Through the provision of additional support services to parents with cognitive disabilities, a mechanism for the primary prevention of mental retardation, child abuse, and neglect in this population will be institutionalized. The project will incorporate previous research findings to create a culturally sensitive, community-based, family- centered system of services to empower these families to more fully meet the needs of their children. Information and articles regarding the project will be disseminated regularly to state and local publications. The Hawaii University Affiliated Programs dissemination network will be utilized to provide project information throughout the Pacific Basin. Presentations will be made to a number of major state and national gatherings.

Grant Number: **H024B950036**

The RIDE Project: Reaching Individuals With Disabilities Early

Project Director: Kaiser, Denise

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

Ohio Valley Educational Cooperative
100 Alpine Dr.
Shelbyville, KY 40065
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Purpose: To 1) enhance child find efforts for three-and four-year- old children with disabilities in order to provide early intervention services and 2) to help meet the assistive technology needs of three- to eight-year-old children with disabilities, in order to improve their integration into regular classroom and family settings.

Method: This model will demonstrate a regional collaborative approach to addressing child find and assistive technology barriers currently common in rural areas. A strong rural outreach and on-site support system will be provided to 12 elementary schools and their communities in six Ohio Valley school districts. Project staff will utilize a mobile unit equipped with diagnostic screening and assessment materials as well as a wide array of assistive technology equipment to provide outreach services in the community, the home, and the school. Additional strategies for on-site support will include the following: a child find awareness campaign (including the production and dissemination of a video and child find information packets). teacher and parent training sessions in assistive technology; a quarterly parent and teacher newsletter and resource directory about assistive technology; videotaping of individual children's use of assistive technology for parents' viewing; and services for occupational therapy, physical therapy, and technology support.

Products: The child find component of the project is expected to yield increases in referrals, family participation in registration and screenings, and numbers of children receiving screenings and referrals early in life. The assistive technology component of the project is expected to yield increases in teacher knowledge, classroom use of assistive technology, parent interest in home use of assistive technology, and numbers of families accessing financial assistance for assistive technology.

Grant Number: **H024B950046**

Project Child Care 2000: Enhanced Child Care Resource and Referral Services for Children with Low Incidence Disabilities

Project Director: Sheaffer, Karen

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 2000

Massachusetts Office for Children
One Ashburton Place
Room 1111
Boston, MA 02108
Voice: (617)727-8900

Purpose: To develop, implement, evaluate, and disseminate an enhanced child care resource and referral service for children with disabilities and their families.

Method: Using an enhanced child care database, parent counseling, individualized technical assistance, and consultation linking experts in disabilities to service providers, this project will meet the unique child care needs of young children with disabilities in Massachusetts. During Years One and Two, two demonstration sites will develop, implement and evaluate systems to refer families to child care providers who are able to administer medication, provide site modification, access special equipment, and other accommodations to meet individual requirements for assistance in communication, mobility, behavior management or other special needs. Families wishing to use this service will go through new intake procedures to gather further information about children's strengths, needs and disabilities. Followup services after parents select child care will include facilitating a team approach for those working with the child. During Stage Two, the project staff will produce, pilot, and evaluate training modules for replication of the model to all state funded child care resource and referral agencies in Massachusetts. In Years Four and Five these agencies will replicate the demonstration project. OUTCOMES: As a result of this project, CCR&R projects in Massachusetts will become uniquely situated to help families searching for inclusive child care for children with low incidence disabilities. Fully developed enhanced procedures for providing referrals, parent counseling, coordination of support services, and training and technical assistance for providers will be published and disseminated to all Massachusetts CCR&Rs. Project staff will also provide direct training and technical assistance to participating agencies. An anticipated 160 families of children with disabilities will be referred to appropriate providers with confirmed openings, of whom roughly 15 will represent children with low incidence disabilities.

Grant Number: **H024B950051**

Let's Play! Project

Project Director: Lane, Shelly

Beginning Date: Jun 1, 1995
Ending Date: May 31, 2000

State University of New York Research Foundation
The UB Commons
520 Lee Entrance, Suite 211
Amherst, NY 14228
Voice: (716) 829-3141

Purpose: To develop, implement, evaluate and replicate a demonstration model to enhance the ability of infants and toddlers with significant disabilities to play as independently as possible.

Method: The proposed project is designed to begin the unraveling of the "how to's" in the application of low-tech assistive technology to the birth to three year old population of children with disabilities, in their natural environment. It is also designed to produce data pertaining to the details of toy and switch adaptations most attractive to this population. Project strategies will include the following: 1) assessment, choice of adaptations, and implementation of the play plan will be family-directed; 2) play will be the focus of the intervention; 3) the selection of low-tech assistive technology will be the critical intervention tool used in the facilitation of play and development; 4) these concepts will be extended into natural environments; and 5) a Toy and Assistive Technology Lending Library will ensure that families have immediate access to appropriate toy and play adaptations. Activities during Year 1 will focus on recruitment of participants, piloting assessment and reporting procedures, and identifying items for the Toy and Assistive Technology Lending Library. In Years 2 and 3, there will be ongoing play assessment, intervention and follow-up. By the end of the third year, an effective model will be working, resulting in positive child and family outcomes. Replication sites will be supported by the development of procedural guides. The project expects to serve 45 families and children ages birth through two at the original site and an additional 44 families at replication sites in years 4 and 5. These children will be experiencing significant physical, sensory, and/or cognitive disabilities which interfere with their ability to interact with objects and people in their environments.

Products: In addition to the intervention tool and lending library, dissemination will be conducted through articles in professional journals, presentations at conferences, electronic notices on telecommunications networks, training workshops, and newsletters to families and professionals. Five manuals reflecting project findings will be developed to provide information on various aspects of the model and to facilitate replication.

Grant Number: **H024B950055**

Project SELF (Supports for Early Learning Foundation)

Project Director: Harrison, Holly

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

University of New Mexico
Training Unit/University Affiliated Program
Bataan Memorial Bldg Room 190
Albuquerque, NM 87131-5020
Voice: (505)277-0204

Purpose: To develop an innovative, transdisciplinary model of assessment and intervention which focuses on the qualitative aspects of child's performance and identifies supports necessary for early learning.

Method: Project SELF will develop, implement, evaluate and replicate the following three major model components: 1) SELF observation tool for interventionists and families to use in identifying a child's current strategies for self-regulation and efficient adaptive response and his preferences for adapting these strategies to the social and physical requirements in his environments which also takes into consideration the effects of temperament and neurophysiological functions; SELF strategies curriculum/menu that identifies strategies for self- 2) regulation used by normally developing young children at specific ages given specific environmental expectations and requirements and methods for supporting strategies in young children with or at risk for developmental disabilities; and 3) SELF interactive multimedia training package providing instruction and practice in the use of the SELF observation tool and the SELF strategies curriculum. Development and implementation of the model will take place within an early intervention program serving young children with developmental disabilities in inclusive settings at three sites in New Mexico. Implementation of model components and training will also be provided to specific infant/toddler programs targeting children with low incidence disabilities in New Mexico. In the first three project years more than 50 interventionists will receive training and more than 400 young children with developmental disabilities will benefit directly from the model.

Products: Dissemination products will include a project brochure, information flyers (in separate editions for families, early interventionists, agencies). and the three major components of the SELF model. Proposals to national and local conferences and submission of articles to journals serving early intervention personnel at state and national levels will further support the program's goal of national impact.

Grant Number: **H024B950064**

The Early Childhood Interactive Technology Literacy Curriculum Project

Project Director: Hutinger, Patricia L.

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 2000

Western Illinois University
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E-mail: PL-Hutinger@wiu.edu

Purpose: To develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum (ITLC) component for programs that serve young children with disabilities.

Method: The ITLC will be based on the integration of a contemporary emergent literacy approach with successful assistive technology experiences for young children. Software will be selected according to an analysis of its quality and interactivity levels, appropriateness, and appeal to children. The ITLC will be organized into three sections to include activities designed for 1) interactive commercial software; 2) interactive software produced by model classrooms using a hypermedia software authoring system; and 3) tool function software such as graphics and story-making. Each section of the curriculum will contain on-computer and off-computer activities. Content will emphasize naturally occurring events in children's lives. A variety of additional materials to be used will include peripherals, books, paper, crayons, paint, and dramatic play props. Children with mild to moderate disabilities will be targeted in the first program year, with increasing numbers of children with severe disabilities added in the second and succeeding years. Program evaluation data will include direct observation records, videotapes, individual child portfolios, and informal assessment measures to determine child, family, and staff outcomes. The project's cooperative venture among two districts and one state university will benefit a total of 196 children, families, and early childhood team members during the first three years. Personnel will include early childhood educators and a wide range of early intervention team members. Children will include those with disabling conditions from mild to severe, including multiple disabilities.

Products: Benefits are expected to include positive effects on the emergent literacy knowledge and abilities of participating children, an area where children with disabilities often demonstrate critical delays which impair their ability to work in inclusive settings. Families will be involved on several levels according to their wishes and values. Project products will include the curriculum, manuals for early childhood staff and families, videotapes and computer software.

Grant Number: **H024B960010**

Developmental Access through Primary Care: The DAP Care Model

Project Director: Pokorni, Judith

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Georgetown University Child Development Center
3307 M Street NW
Suite 401
Washington, DC 20007
Voice: (202)687-8855

Purpose: The Developmental Access through Primary (DAP) Care uses primary health care as the springboard for a system designed to mediate the negative impact of poverty on young children with developmental disabilities. The DAP Care Model Demonstration Project will build on existing approaches to mental health services to create an effective system for serving young children with disabilities living in impoverished communities.

Method: The project will use a community-based primary health care setting for screening and referral for further evaluation for disabilities. It will develop and implement an effective and culturally competent family advocacy training component for low-income families; it will identify, recruit, and train a cadre of family and community leaders to participate in educational and recreational programs as a resource base for targeted children; and it will develop and implement a consultation component to increase the capacity of local service agencies to provide a continuum of intervention services in the natural environment for the young child with disabilities. The proposed project will benefit a wide range of individuals, including young children with disabilities, parents and other family members, and community-based agencies providing services to young children, including primary health care physicians. The DAP Care Model Demonstration Project will be developed at two sites in Southeast Washington, D.C.

Products: Through the development of a Community Infrastructure needs Assessment program, which will help identify a wide range of informal and formal supports for young children with disabilities, the base of support within the community will be expanded. A system of community-based health care providers will be developed that will screen all young children from Medicaid-eligible families for disabilities; a family advocacy component will support families by providing or referring them to needed services in the community; and a community service consultation component will increase the capacity of local service agencies to provide intervention services. The development of educational and recreational programs will create activities for children and families. The DAP Care Model can be replicated in other sites throughout the country and the results of the project disseminated to a wide range of audiences.

Grant Number: **H024B960015**

Functional Problem Solving Skills for Children with Pervasive Developmental Disorders

Project Director: Rowland, Charity

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Washington State University WSU Vancouver
Neill Hall Room 421
Pullman, WA 99164-3140
Voice: (503)232-9154

Purpose: To examine the cognitive development of children with Pervasive Developmental Disorders (PDD) as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Method: This project will extend research and demonstration efforts of the "Hands On" Project (to conclude in September, 1996) to examine similar issues of cognitive development in children with deaf-blindness. Through this project, assessment and intervention strategies have been developed to help children who lack verbal skills and who are unable to process visual or auditory information to learn the problem solving skills necessary to function effectively and independently as they negotiate the physical environment. Instructional strategies will provide children with (a) generic skills that are necessary to solve problems that arise in the physical environment, (b) the motivation to attempt to solve problems as they arise, and (c) systematic problem solving experiences in a variety of generalization settings. These assessments and instructional techniques will be adapted to help teachers and parents address cognitive skill development in young children with PDD. Direct beneficiaries will include approximately 25 3-6 year-old children with PDD attending public schools and receiving services in and around Portland. Teachers, paraprofessionals, autism consultants and therapists will also benefit from training through the project and implementation of project programs.

Products: Training and assessment materials will be revised as needed prior to publication. A data-based technical article will be published summarizing major findings of the project, and final products will be reproduced in limited quantities and made available to interested organizations, professionals, families, and other funded projects.

Grant Number: **H024B960027**

Development, Testing, and Dissemination of Nonaversive Techniques for Working with Children with Autism: Demonstration of a "Best Practices" Model for Parents and Teachers

Project Director: Volmer, Lorna

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

Heartland Area Education Agency
Division of Special Education
6500 Corporate Drive
Johnston, IA 501 31-1603
Voice: (515)270-1603

Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Method: The demonstration model proposed incorporates procedures to assess project effects on a variety of outcome measures used in published research on young children with autism. Major goals of the project are to (a) develop a model program to train parents and educators in proactive strategies using both antecedents and consequences for teaching young children with autism; (b) field test the effects of the training program and evaluate changes in students outcomes as a function of enhanced skills of classroom personnel obtained during training; and (c) disseminate inservice preparation training materials regionally. These materials will be developed and field tested in the first year of the project. Years Two and Three present the potential for training over 100 professionals in Iowa through summer training institutes.

Products: Results of the project will be submitted for publication in professional journals of national organizations, and will also be disseminated through workshops held at state, regional, and national conferences. The training module will be validated using formative and summative evaluation, compared against previously published research that fails to account for regression effects and measurement error.

Grant Number: **H024B960032**

Project Ties—Towards Inclusion in Early Education

Project Director: Pearl, Lynda

Beginning Date: Dec 15, 1996
Ending Date: Dec 14, 1999

East Tennessee State University
Center for Early Childhood
Box 70434
Johnson City, TN 37614
Voice: (423)929-5849

Purpose: The proposed TIES project will develop a model demonstration project for in-service training that will follow the curricular framework developed by NAEYC and will focus on interdisciplinary training for paraprofessional child care providers and early childhood educators to include young children in rural areas with disabilities in typical child care settings.

Method: The TIES model is a trainer-of-trainers model for professionals who will be presenting in-service training to paraprofessional child care providers. Eight training modules will be developed by an interdisciplinary team of trainers to provide trainees successively more sophisticated information and strategies related to inclusion.

Products: Child care providers and trainers will increase their knowledge regarding the different types of disabilities displayed by children enrolling in their programs and better understand the children's special needs, which will allow them to: provide developmentally appropriate programs for integrating those children into a typical child care setting; build a foundation for understanding and measuring delayed and different development; provide a safer environment for the children; plan, organize, implement, and evaluate inclusive programs; better understand family and cultural concerns to interact with families and staff and work cooperatively with related service specialists.

Grant Number: **H024B960034**

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School

Project Director: van den Pol, Richard

Beginning Date: Nov 1, 1996
Ending Date: Oct 31, 2001

University of Montana School of Education
Division of Educational Research And Service
Missoula, MT 59812
Voice: (406)243-5344

Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Method: This model will feature developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with family support provided to encourage involvement in the early literacy activities of their children. Students currently served in the proposed sites come from primarily Native American and Anglo-European backgrounds, with staff reflecting these two cultures. The CO-TEACH Preschool at the University of Montana will serve as the first fully- integrated preschool program, with the other at the Cherry Valley Elementary School in Polson, Montana on the Flathead Indian Reservation. Early childhood special education, Head Start, kindergarten, and first-and second-grade classrooms will serve as demonstration settings at this latter site. Further community involvement will be secured through cooperation with speech and language resource programs operated by the Confederated Salish- Kootenai Tribes on the reservation. After the development of appropriate support media and materials, data will be gathered on (1) child progress in language and literacy acquisition, (2) family involvement and satisfaction, (3) teacher judgment of the propriety and ease of use of early literacy activities and materials, and (4) attainment of project goals and objectives. During years one through three, 40 children and families will participate in early literacy activities. During years four and five, activities will continue at the original sites as well as two replication sites for at least 10 children each.

Products: This project will result in a model for fostering early language and literacy skills in young children with disabilities which will have been field-tested, refined, and replicated. This model will be family-centered, culturally sensitive, and developmentally appropriate. Media and print materials supporting model implementation in a variety of settings will be made available as well.

Grant Number: **H024B960042**

Project ACCESS: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

Project Director: Robinson, Cordelia C.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

Children's Hospital of Denver
1056 E. 19th Avenue, B065
Denver, CO 80218

Purpose: To develop, implement and evaluate a model that delivers coordinated transdisciplinary, early intervention, habilitative services, and service coordination within a capitated early intervention habilitation program. Target population is children in the Metro Denver area birth to five years of age who are

Part H eligible, and who are enrolled in Colorado Access (Medicaid HMO) and consequently receive their early intervention therapy services benefits through Colorado Access.

Method: The proposed system will be designed to hold providers accountable for integrating their interventions across disciplines (PT, OT, Speech) and settings (home, school, and recreation) around functional outcomes and health promotion. In this program the transdisciplinary habilitation team will operate under a capitated rate. Within that rate teams will have flexibility to design and implement services using instructional and consultative strategies which have been shown to be more effective and more compatible with family preferences, but which have not been reimbursable under fee-for-service Medicaid. Colorado Access will contract with the Children's Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis to eligible children and families.

Products: This project will provide data on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction and costs under a capitated (compared to a fee-for-services) model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components and documentation of processes for staff shifting focus to the capitated model.

Grant Number: **H024B960056**

Model Demonstration Project for Young Children with Disabilities

Project Director: Herwig, Julia

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

CESA 5 The Portage Project
626 East Slifer Street
Portage, WI 53901

Purpose: To develop an interactional model for change that will increase the use of family-centered practices with the families of children with disabilities from birth through three years.

Method: The project will provide mentors to meet with service providers on a bimonthly basis over a three year period. Each provider will commit to spending at least 8 hours per month with a mentor, participating in both group and individual sessions involving reflection and dialogue around developed case scenarios, as well as case presentations from individual staff members describing issues they currently face in their work. The mentor will foster reflection and inquiry by the group, guide dialogue, and challenge existing mental models by filtering the issues through a broad range of interdisciplinary approaches. Specific training content will include but not be limited to: family systems theory, attachment theory, infant mental health literature, cross-cultural studies, protective factors, resiliency, coping, caregiver-child interaction literature, relationship-based intervention and social support theory. The project will be implemented in three distinctly different service settings in South Central Wisconsin to determine if the interactive model of support for change will be applicable to a variety of program designs. An individual program plan will be developed from questionnaires, interviews and staff dialogue. Plans will be updated at least yearly. Three different programs will participate in this project, benefitting different populations. The "Bridges for Families" program will benefit 250 families, 17 service providers from numerous disciplines, and 20 university students per year. The "Birth to Three" program in Adams County will reach six families and four staff (including one program person and three hospital- based therapists) per year, and "Birth to Three" in Winnebago County will reach 283 families and 21 staff per year.

Products: This project will bring about interventionist change in attitudes, skills, and knowledge that foster increased use of family-centered practices, as well as change in families' perception of control and self-efficacy related to their caregiving capacity and their child's growth and development. Products and information will be developed that describe and support a process of professional change impacting the implementation of family-centered practices.

Grant Number: **H024B960061**

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children with Autism

Project Director: Risley, Todd

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2001

University of Alaska - Anchorage
Center for Human Development
2330 Nichols Street
Anchorage, AK 9950 8
Voice: (907)272-8270

Purpose: To develop a training and consultation system for the long-distance delivery of family-based intensive early intervention to young children with autism that can be implemented in rural areas of Alaska and other states.

Method: The goal of developing a system for long-distance delivery and training will be accomplished through the development of: comprehensive, exportable training manuals and videotapes for families, team leaders and volunteers; procedures for supporting local teams; a monitoring and tracking system; and instructional materials for other consultants. Year One of the project will be devoted to developing comprehensive training materials that may be used with or without the presence of a consultant or professional. In Years 2 and 3 the efficiency of the training and consultation system will be tested and routinely evaluated with four rural families in Alaska. If funding continues, Years 4 and 5 will be devoted to field tests with remote families in Montana and Idaho, in coordination with Montana and Idaho University Affiliated Programs.

Products: The end result of this project will be a system that will increase the availability of family-based IEI to young children with autism, regardless of their geographic locations. Dissemination of program activities will involve technical assistance, consultations, referrals, and word-of-mouth through other service providers. Project findings will be disseminated through publications, workshops, progress reports, and a Web page. The third level of dissemination will involve training in the training and consultation system of long-distance service delivery, potentially providing local school districts with the ability to deliver and adaptation of the in-home support system for about $12,000 per year.

Grant Number: **H024B970021**

Interagency Planning and Support Project

Project Director: Campeau, Darlene M.
Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Allegheny University of the Health Sciences
Child and Family Studies Program
320 East North Avenue
Pittsburgh, P A 15212
Voice: (412)359-1529

Purpose: This project will demonstrate a process for developing and delivering comprehensive, integrated educational and human service supports to young children with identified disabilities and their families at the local level.

Method: Emanating from a pilot initiative, the project will provide technical assistance to promote the adoption of the Interagency Planning and Support Model in one state, school district, and community, with subsequent replication in a second. The process involves development activities with state-level agency representatives, complementary activities with local/regional personnel, and opportunities for interactive problem solving and sharing meetings between state and local resources.

Products: The project will produce a training guide, three peer- reviewed journal articles, conference presentations, and a home page on the World Wide Web. A training videotape to illustrate the collaborative planning process in action will be produced and disseminated.

Grant Number: **H024B970026**

Project TRUST: A Model for Addressing Critical Early Transitions in Lives of Young Children Who Are Deaf/Blind

Project Director: Jeppesen, M. K.
Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Utah State University
College of Education/COM D
Old Main Hill
Logan, UT 34322-1415
Voice: (801)797-1226

Purpose: This project will develop and demonstrate an innovative model of collaborative planning for critical developmental and educational transitions in the lives of young children (birth through 8) who are deaf and blind, and will assist families, agencies, and schools to achieve more successful IFSP/IEP outcomes.

Method: The project will: examine the Deaf-Blind Census of children ages birth through 8 and solicit participation of all of the families as well as all other essential persons interested in improving outcomes for the identified children; develop materials and processes with the assistance of project content consultants; and train parent-teacher-paraeducator teams to implement personal futures planning (PFP) with young children who are deaf- blind and their families.

Products: Specific products generated by the project will include outlines for the PFP training sessions for parent-teacher- paraeducator teams, material maps for all support packages, and a collection and analysis of existing pertinent materials. A training and self-study module will be developed by the project for each of the five transitions periods and distributed to interested individuals and agencies.

Grant Number: **H024B970059**

The Self-Determined Learning Model of Instruction for Early Elementary-Age Students

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Arc of the United States
Department of Research & Program Services
500 E. Border St., Suite 300
Arlington, TX 76010
Voice: (817)261-6003

Purpose: This project will develop, implement, evaluate, and nationally disseminate a model that will enable teachers of early- elementary age students with mental retardation and other cognitive and developmental disabilities to teach problem-solving and self-determination skills.

Method: The project will build on a teaching model, the Self-Determined Learning Model of Teaching, to develop a model of instruction to enable teachers of early elementary students with mental retardation and other disabilities to provide age appropriate instruction that teaches self-determination and problem solving.

Products: Specific products generated by the project are a Teacher's Guide and a Parent's Guide to the Self-Determined Learning Model for Elementary-Age Students, which will be placed on The Arc's national publications list; an introduction to instructional strategies; and additional information on self-determination.

Grant Number: **H024B970063**

Child Services Integration Project

Project Director: O'Donnell, Karen J.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

Duke University Medical Center
Department of Pediatrics, Box 3364
Durham, NC 27701
Voice: (919)684-5513

Purpose: The Child Services Integration Project (CSIP) will develop, implement, evaluate, and disseminate a model for the integration of child special services with women's substance abuse treatment programs.

Method: The CSIP demonstration involves the identification of birth to 8-year-old children at the time of their mother's entry into a substance abuse treatment program. The children become child services clients, which makes treatment that is integrated with their mother's recovery the least restrictive service setting and also often the only setting in which the child has continuous access to special services. The CSIP model has two major components: intensive community liaison and advocacy, and a diagnostic center-based program, where the focus is the mother-child relationship, although the intervention will continue if and when the child changes caregivers.

Products: There are few intervention models designed specifically to address the special needs of children in families with substance abuse. These children are frequently lost to existing programs for tracking and intervention. The CSIP demonstration will improve the outcomes for these families through its intervention services and improvement of the mother-child relationship.

***Grant Number:* H024B970068**

Project Respond: Responsive Services for Maltreated Preschool Children with Behavioral Problems or Developmental Delays

Project Director: Brown, William H.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

South Carolina Research Institute
Institute for Families in Society
110 Osborne Building USC
Columbia, SC 29208
Voice: (803)777-6582

Purpose: Project RESPOND will develop, implement, replicate, and evaluate an ecologically based model of inclusive, early childhood special education for young children who have been maltreated and who have either behavioral problems or developmental delays. Project personnel and community partners will provide well- coordinated and comprehensive early childhood special education, psychological, and social services to participating preschool children and their families.

Method: Project RESPOND is composed of five interrelated program components. In the Inclusive Early Childhood Special Education component, participating children will be enrolled in public school preschool programs, and Individual Family Service Plans (IFSPs) will be developed and implemented by interdisciplinary teams. In the Family Support component, Individualized Family Support Plans will be developed by parents and appropriate team members and integrated into IFSPs. Psychological services will be provided on-site by team members when indicated by children's and parents' individual needs in the Preschool-based Psychological component. Interventions for enhancing children's peer-related social competence will be implemented in the Peer-related Social Competence component. Finally, in the Transition Services component, Individual Transition Plans will be developed and implemented for supporting transition to the next educational placement.

Products: Project RESPOND will be developed, implemented, replicated, and evaluated in preschool programs in an urban, a suburban, and a rural school system. Project personnel will disseminate information about the model locally, regionally, and nationally at conferences to help replicate inclusive preschool programs with a high level of interagency collaboration and coordination of services and supports.

Grant Number: **H024B970071**

Enterprise Zone-Preschool Inclusion Project: EZ-PIP

Project Director: Gold, Susan

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Miami
Department of Pediatrics
P.O. Box 016820
Miami, FL 33101
Voice: (305)243-6624

Purpose: This project will expand, implement, evaluate, and disseminate a model inclusionary program which will increase quality neighborhood child care for all children and provide children with disabilities and their families with expanded choices in four Enterprise Zones in the Miami area.

Method: EX-PIP will provide specialized training and mentoring to 120 center-based child care providers, representing 40 centers, as well as to 40 family child care providers. Linkages with Miami Dade Community College and existing community resources will be established and maintained to disseminate and share information and to identify underserved children with disabilities.

Products: Articles and presentations about the project model will be disseminated widely. In addition, an implementation manual that documents the EZ-PIP approach to serving children with disabilities in integrated settings will be available in both English and Spanish.

Grant Number: **H024B970072**

STORIES: Stories Told by Young Children with Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Is Culturally Sensitive

Project Director: Brown, Carole; Jervay-Pendergrass, Debra'

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Lt. Joseph P. Kennedy Institute
801 Buchanan Street, N.E.
Washington, DC 20017
Voice: (202)529-7600

Purpose: The primary goal of this project is to develop a linguistically rich, culturally competent, story-based, early childhood intervention model that promotes language and early literacy in young children who have developmental disabilities or are at risk. It will increase parents' and caregivers' knowledge and understanding of early stories and their ability to foster language acquisition and early literacy in the children for whom they are caring.

Method: Using written and audio story journals, children, staff, and families will exchange stories about the children's experiences. Parents and caregivers will learn to observe, recognize, encourage, and foster children's efforts that may enhance language development. Special attention will be given to the unique characteristics of storytelling in different linguistic and cultural contexts, specifically African- American, Hispanic, and deaf.

Products: In addition to implementing and refining a model worthy of replication throughout the country, the project will develop training materials for day care caregivers and families for use in replication and dissemination activities and a videotape depicting key components of children's pre-narratives. A comprehensive training guide and large-scale dissemination of core project issues and findings is planned for Year 4.

Grant Number: **H024B970075**

Caring for Infants and Toddlers with Disabilities: New Roles for Nurses or CFIT-N

Project Director: Garland, Corinne W.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Child Development Resources, Inc.
150 Point O'Woods Road P.O. Box 280
Norge, VA 23127-0280
Voice: (757)566-3300

Purpose: This project will develop a replicable model of training that will prepare nurses and nurse practitioners for their roles as members of family-centered, community-based early intervention teams to ensure early identification of infants and toddlers and the integration of health care, developmental, and other services for these children and their families.

Method: The project will review and adapt the independent study manual developed by Child Development Resources, which has been used with measured success with over 600 physicians, to reflect the National Standards of Nursing Practice for Early Intervention Services. Panelists from the community will be trained by project staff to present information and engage participants in discussion during the introductory phase of the project and to provide for continued technical support during the final clinical application period of three to six months.

Products: Two major products to be generated by this project are an independent study manual and a set of five audiotapes on major competency areas, including child find, service coordination, assessment, IFSP, and transition. Dissemination information will be developed for use on a Website as well as through traditional print and presentation venues.

Grant Number: **H024B970091**

School-Based Preschool Programs for Children with Autism: Blending Approaches to Meet Individual Needs

Project Director: Schwartz, Ilene

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
Voice: (206)543-4011

Purpose: This project will develop, implement, evaluate, disseminate, and replicate a program for young children with autism that is effective, sustainable, and acceptable to families and school district personnel.

Method: By blending the strengths of early childhood education, early childhood special education, and applied behavior analysis, the project will build on a school-based high quality education program and provide additional services, including extended instructional day, family support, staff training, systematic collaboration, planning for generalization, and transition planning. The core of the model features opportunities for interaction with peers, functional assessment, an appropriate curriculum, effective instructional strategies, and strategies to program for the generalization of behavior change.

Products: The project will create a comprehensive school program for young children with autism that is effective and appropriate for this population.

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Outreach Projects for Young Children with Disabilities

Grant Number: **H024D960007**

Families and Teams Together: Improving Information Sharing and Program Planning Processes

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Project Director: Moore, Susan

Beginning Date: Nov 1, 1996
Ending Date: Oct 31, 1999

University of Colorado
Clinical Education and Services
DEPT CDSS
Boulder, CO 80309
Voice: (303)556-4479

Purpose: To disseminate regionally and nationally a field-tested personnel preparation program to assist higher education faculty, early childhood special education teams, and family members in developing philosophies, knowledge, skills, and practices for facilitating family-directed, cross-culturally competent information sharing and program planning processes.

Method: The personnel preparation model to be used is informed by current research, available instruction materials and strategies, and an originally-generated cross-cultural information base of parent and professionals experiences, concerns, and suggestions regarding the provision of full participation options for all families in assessment and program planning processes. The resultant training provides the skills needed to initiate and maintain an ongoing process of individual and team-based learning, as well as development focusing on cultural competence, knowledge, and full family and team member participation in assessment information sharing and program planning. The project will culminate in a model training program for in-service and pre-service professionals, including higher education personnel in preservice training, regular educators, special educators, and related service personnel. During the first project year, three states will serve as outreach sites. An additional three sites will participate in the second year. During the third year, two outreach states will be added and a subsample of team members from earlier training will participate in a train-the-trainer institute. Technical assistance will be provided during each year. It is estimated that a total of 600 individuals will directly benefit from this project, including preservice and inservice professionals, higher education faculty, and family members. Indirect beneficiaries will include hundreds of other students, fellow team members, and families who participate in subsequent training and technical assistance provided by direct participants.

Products: Improved personnel preparation and ongoing involvement of all participants in state-of-the-art practices will improve inclusion of families in assessment. Project results will be disseminated through professional and family-oriented publications, local interagency councils, and presentations at national conferences.

Grant Number: **H024D960008**

Mediated Learning Outreach Training

Project Director: Cole, Kevin

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Washington Research Institute
150 Nickerson Street
Suite 305
Seattle, WA 98109

Purpose: To disseminate and replicate a validated intervention model specifically designed to facilitate the development of young children with disabilities in inclusive settings.

Method: The model to be used promotes developmentally appropriate practices including child initiation of activities and scaffolding of support to match the child's developmental level. The core materials include: a) 200 detailed daily activity idea starters for classroom and home; b) guidelines for three levels of challenge for key activities to allow children within a range of developmental levels to participate successfully in developmental groups; c) guidelines for assessment; d) guidelines for using the curriculum model either as a complete program or in conjunction with existing practices; and e) guidelines for embedding and facilitating specific individualized instructional goals during classroom routines and curriculum activities. In addition to presentation of the core materials, training in the use of Mediated Learning will include support components designed to augment and extend the information included in the core materials. Implementation components will also be included, to include program monitoring by project staff, peer coaching training, and development of e-mail connections to facilitate communication among users across sites. The proposed project will replicate the validated model to at least seven sites in each project year. In addition, training will be provided at two state-wide Summer Institutes for Early Childhood Special Education staff, administrators, and parents. Impact data will be collected yearly to determine the quality of implementation of model components, numbers of children and professionals served by the project, outcomes of their involvement, and their levels of satisfaction with services received. During the first project year, staff anticipate training approximately 70 teachers and staff members (7 sites with 10 staff per site). They, in turn, will serve approximately 1,050 children and families. The second year will see equal levels of staff training, as well as training at Summer Institutes for approximately 100 additional ECSE staff. During year three training will be conducted at seven new sites, reaching approximately 1,050 children and families per year. Each teacher will be expected to train at least 10 additional teachers, who will each serve approximately 15 students per year.

Products: The use of the Mediated Learning model will promote development of thinking skills that are broadly useful, and that are sustained beyond the preschool intervention. The availability of 200 daily lessons as idea-starters will allow the model to be used easily and consistently during extended school year projects and Summer school programs, in year-round child care programs, and in other extension services. Project products, methods, and findings will be disseminated via video and print materials to support training, as well as brochures and articles for publications and presentations at local, state, and national conferences.

Grant Number: **H024D960010**

COACT Team Training Outreach Project

Project Director: Johnson, Hyacinth

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Ohio Dept. of Mental Retardation and Developmental Disabilities
Office of Family and Children's Services
30 East Broad St., Room 1250
Columbus, OH 43266

Purpose: To extend dissemination of COACT materials, training content, and findings to a more diverse array of families and single or multi-agency groups comprising the local Ohio Family and Children First (OFCF) Councils, including those in four Enterprise/Empowerment Communities.

Method: Training and technical assistance will be provided for regional OFCF Regional Consultants statewide to build their skills in group process and facilitation. Follow-up technical assistance to support skills learned at the Institute will include monthly phone contacts, and site visits as needed. Through five daylong leadership workshops, leadership training will be provided to the Executive Boards of OFCF Councils, including practical strategies for running more effective meetings, developing productive agendas, and motivating members to actively participate. Participants will be challenged to assess their own leadership styles and how they directly impact interaction and communication within their groups. Case scenarios related to real issues experienced by OFCF local Executive Committees will also be discussed and strategized. Other Council staff will receive tailor- made team training and technical assistance services, based on team profiles generated by individual team members. Evaluation of project activities will include monthly implementation monitoring meetings, an Advisory Committee, trainee surveys, and evaluation forms. This project will extend COACT team training and technical assistance to the following: 15 OFCF Regional Consultants (three per region); Executive Committees of each OFCF Council in Northeast Ohio (approximately 235 individuals in 18 counties). 18 OFCF Councils in Northeast Ohio; and selected community groups within Enterprise Communities and Empowerment Zones.

Products: Providing OFCF Regional Consultants with training in group facilitation and leadership skills will enable them to more effectively provide technical assistance to local Council leaders and members. Leadership training to Executive Committee members will cultivate new styles of leadership, while training and technical assistance tailored to local Councils' needs will facilitate more effective communication, decision-making, and goal-setting. Project findings will be presented at local, state, and national conferences, and will be publicized through statewide and national newsletters. Statewide OFCF meetings will also be used to update Council staff on project activities.

Grant Number: **H024D960011**

Early Education Program for Children with Disabilities

Project Director: Duke, Aylin

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Kentucky Research Foundation
201 Kinkead Hall
Lexington, KY 40506-0057
Voice: (606)257-4498

Purpose: To provide training and technical assistance to states in the development of a statewide transition system for children with disabilities from birth through five years of age.

Method: The focus of this project will be provision of assistance in the development of state policy, a statewide training and technical assistance network, and local pilot sites (including empowerment zones and enrichment communities within each participating states) establishing community-wide interagency systems for transition using the STEPS (Sequenced Transition to Education in the Public Schools) model and adopted state policies. Statewide transition networks will be established in Ohio and two additional states through a multi-level approach to the formulation and implementation of interagency agreements and structures, policies and procedures, statewide training/technical assistance networks, and local pilot sites. Liaison support will be provided to transition coordinators in each state implementing the STEPS model, and project staff will continue to provide training and technical assistance to transition coordinators in states which have already implemented the model. Annual transition forums and follow-up assistance will be used to facilitate transition systems in the new states and to refine systems in states with STEPS in place. Staff trained within the state will include 4 state level personnel, 20 transition facilitators, and 40 local program administrators in four local community sites. In addition, 90 direct service providers within local sites will be trained in methods for family involvement and child preparation for transition, impacting at least 280 children and their families.

Products: A report on the proceedings of transition forums will be disseminated annually, as will an anthology of sample local and state policies developed through project activities. By the end of the funded period, Ohio and two additional states will have statewide transition systems in place, and states with systems already in place will have received ancillary support.

Grant Number: **H024D960012**

Multicultural Early Childhood Team Training: Outreach

Project Director: Flynn, Nona

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Parent Educational Advocacy Training Center
10340 Democracy Lane
Suite 206
Fairfax, VA 22030
Voice: (703)691-7826
Fax: (703)691-8148
E-mail: partners@peatc.org

Purpose: To infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice model.

Method: With the support of an inservice training grant, a multicultural parent/professional training model has been developed to improve services to diverse families of young children with special needs. Parent/professional partnerships are modeled throughout all aspects of the training, and curriculum and cultural competence materials have been field-tested in an extremely culturally and linguistically diverse area. This project seeks to deliver this training model and staff expertise to a minimum of 100 agencies and programs at state and community levels over three years. During the first year, project staff will concentrate on working with agencies to disseminate the model in the District of Columbia, Baltimore, Maryland, and Norfolk, Virginia, two of which are Enterprise Communities, the other being an Empowerment Zone. Concurrently, the staff will develop and field-test a guide to assist parent/professional teams to adapt MECCT materials for a broad range of uses and different types of audiences. For the following two years of the project, staff will work in collaboration with the National Early Childhood Technical Assistance Center to replicate the model throughout the country. By the end of the first postgrant year, an estimated 420 parents and professionals will have received training, with 210 early intervention and/or preschool programs participating. Family Specialist Teams will have trained an estimated 1,680 staff members, and roughly 3,200 families will have been served by project teams.

Products: A wide range of established national networks are already slated to receive the complete training package, and articles will be submitted for publication in a variety of professional journals. The trainer's manual and supplementary guide include a variety of resources to facilitate model adoption, as well as guidelines for adapting materials for different audiences, case studies, and additional resources.

Grant Number: **H024D960016**

Special Care Outreach

Project Director: Garland, Corinne

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Child Development Resources, Inc.
Board of Directors
PO Box 280
Norge, VA 23127-0280
Voice: (804)566-3300

Purpose: To expand child care and inclusive placement options for children with disabilities from birth through five years and for their families through replication of a proven model of training for home- and center-based child care providers.

Method: This project addresses the need for child care both as a family support service and as an option for natural and inclusive placements within the context of the IFSP or IEP. The Special Care model offers a 6-unit, 8-hour curriculum that increases caregivers' knowledge and level of comfort in caring for children with disabilities, promotes collaboration at the community level between caregivers and the early intervention/early childhood special education system, and builds linkages between families and trained caregivers. The project will replicate this model in 4 to 6 states in which the lead agencies for Part H and/or the SEA have requested assistance. Staff will work with local interagency coordinating councils in each state to replicate the model in a total of 6-9 communities in Year One, giving priorities to Empowerment Zones and Enterprise Communities. In subsequent years, the project will work with the national early childhood technical assistance center to identify other states for replication. The project will provide replication sites with technical assistance to foster collaboration between the child care system and the early intervention/early childhood special education systems, as well as cultivating linkages between families and trained caregivers. At each replication site, replication trainers will be identified to participate in project training. This strategy will ensure that local replication site personnel are sufficiently fluent in Special Care training content and process to conduct similar training in their own communities, supported by the Special Care trainer's manual and technical assistance from project staff. This project will train close to 300 caregivers from 4-6 states per year. Between 6 and 9 communities in these states will replicate the project, increasing child care options for an estimated 3,000-4,500 families of young children with disabilities.

Products: Special Care curriculum and supporting materials will be packaged for national dissemination as project products, targeting agencies with responsibilities for training child care providers. Staff will prepare articles for submission to professional journals, for newsletters aimed at family networks and organizations, and to periodicals read by the child care community in order to inform them about the model, project products, model impact, and replication assistance. Presentations and displays at national conferences are also planned, as are dissemination activities using the Internet and World Wide Web.

Grant Number: **H024D960019**

CO-TEACH Early Intervention Outreach Project

Project Director: van den Pol, Richard

Beginning Date: Jun 1, 1996
Ending Date: May 31, 1999

University of Montana
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
Voice: (406)243-5344

Purpose: To disseminate and replicate the CO-TEACH Early Intervention Model and its components to additional sites.

Method: The CO-TEACH model's components include: family centered services; collaborative teaming; health, safety and accessibility lessons and accommodations; IEP/IFSP management; positive behavior management; social skills instruction; transition management; inclusion curriculum; and the use of video technology to reach widely scattered sites. The model was originally designed for use by underfunded rural programs, and dissemination to likewise pressured urban programs is expected to succeed due to flexible child and family support methods readily incorporating local cultural values and practices. Informational videotapes are used to minimize literacy requirements of families, and to enhance transition into inclusive kindergarten settings. Key staff for this outreach project will include three experienced early intervention professionals with experience serving culturally diverse populations, a parent of two children with disabilities, and a Native American speech pathologist. The outreach process will utilize two major technical assistance activities (including a sequence of workshops and site visits) and follow-along activities. Consumer-centered outreach activities will be driven by each sites' self-identified needs for various CO-TEACH components. Individualized Mentoring Plans will also be developed, specifying services, responsible parties, timelines, and outcome evaluation criteria. Funding is requested to support replication at 22 additional sites in Montana and another 27 out-of-state sites (including two urban sites). Dissemination of the model and associated technical assistance are expected to impact an estimated 612 early intervention staff members, and may result in improved services for 3,069 young children with disabilities and their families.

Products: Model products to support replication include three recent commercially published books and manuals, as well as one in-house manual. All publishers have agreed to allow photocopying of materials for training.

Grant Number: **H024D960023**

Creating Systems Change to Improve Services to Young Children with Disabilities

Project Director: Bricker, Diane

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

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Purpose: To implement a multi-site, multi-state outreach training project using information generated from a proven model of exemplary practices previously funded by the EEPCD Model Demonstration Program.

Method: Training sites will be able to choose from a menu of topics (including curriculum-based assessment, functional IFSPs, involving families in assessment, and naturalistic approaches to early intervention) and how they would like the training delivered (including length of training, follow-up visits, and types of materials to be used). Although training content and strategies will be developed to meet local needs, the general procedure will consist of four phases. Phase One will entail extensive recruiting and planning conversations with state coordinators to determine state training needs and priorities. Phase Two will entail delivery of the training and follow-up/technical assistance content. Phase Three will involve training and follow-up for site/region trainees to promote the "train the trainers" approach. The final phase will entail the summative evaluation of the project's trainings and dissemination of findings. Training will be provided to personnel representing a wide array of intervention programs, agencies and personnel, including an estimated 750 early intervention personnel per year. These personnel will, in turn, impact the lives of hundreds of young children with disabilities and their families.

Products: In addition to providing training and technical assistance, the project will develop a set of training materials to augment project training and to share with states and regions not participating in the training. Project staff also plan on publishing project findings in appropriate journals, chapters, and other written formats, as well as conference presentations.

Grant Number: **H024D960024**

Project AHEAD (At Home & At Daycare) Outreach

Project Director: Jeppesen, M. K.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To present early intervention providers with training and resources that have been tested and proven to positively impact the skills and knowledge of the interventionist, the delivery of services achieved by child care providers, and the outcomes for children with disabilities and their families.

Method: Project staff will provide awareness meetings, materials and training to accomplish a broad understanding of the project's goals, as well as soliciting agency involvement. User-friendly resources and materials will be developed for use by AHEAD Trainers working with early intervention personnel, including a revision of the trainer's manual, home study assignments, videotape clips on effective components of home and child care visits, training guidelines, a monograph on cultural diversity, and a procedural handbook for certified trainers interested in coordinating and organizing trainings in their state. Trainers will be trained and certified at three one-week training institutes per year, with 15-20 interventionists attending each session. Newly trained trainers will receive technical assistance after they return to their states to train others. Project staff will work closely with each states' CSPD Coordinator to determine how best to provide for continuing AHEAD programming using the cadre of certified trainers. Evaluation areas will include: statewide planning; trainers' training; impact on early interventionists' effectiveness; impact on children, families, child care providers, and agencies; state CSPD support; and monitoring, technical assistance, and followup activities. It is estimated that over the three project years approximately 150 Certified AHEAD Trainers will be trained, who will then return to their states and train between 500 and 750 early interventionists, who will in turn provide AHEAD programming to approximately 6,000 families of children with disabilities.

Products: Project findings and materials will be disseminated through biannual regional SKI-HI Institute conferences, as well as other national professional conferences. Further publicization of project activities will be done using the SKI-HI newsletter and Home Oriented Program Essentials, a publishing and distribution company established expressly for SKI-HI early intervention materials. Staff will prepare articles for publication in professional journals, and will report on AHEAD activities in the annual SKI-HI institute report.

Grant Number: **H024D960025**

A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool Age Children Who Are Deaf or Hard of Hearing

Project Director: Jeppesen, M. K.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To encourage early identification and follow-up for young children with hearing impairments, and to offer innovative, individualized programming, resources, and training using the SKI-HI and Deaf Mentor approaches.

Method: The SKI-HI program offers family support in the home, or in centers if more appropriate, for families with young children who are deaf or hard of hearing. The first major component is provision of family- centered home-based services. The second area of SKI-HI programming is early identification and referral of the child. Ongoing audiological and otological diagnosis and assessment, personnel inservice training, team collaboration, supervision and evaluation, and public awareness activities are provided as essential components of program management. The third area of programming is support services, including family support groups and family-to- family linkages, as well as community resource linkage, material and toy lending libraries, and provision of loaner hearing aids. The Deaf Mentor program features deaf adults who make regular visits to the homes of young deaf children and their families to share American Sign Language and Deaf culture. As natural models and teachers of ASL, these mentors teach the language to the family and interact directly with the child, cultivating a bilingual and bicultural family environment. This project will assist states and agencies in developing individualized implementation of SKI-HI/Deaf Mentor programming in each targeted state by collaboratively assessing state and local needs, developing agency and state commitment of resources, and developing and carrying out implementation plans. Agency personnel will receive training in implementation of the SKI-HI/Deaf Mentor model and/or components of the model. Staff will also prepare and equip certified trainers in order to ensure continuity of services. Follow-up and technical assistance activities will be provided to enhance states' and agencies' capacity to provide quality services. It is expected that approximately 300 to 375 new unserved or underserved children and their families will receive SKI- HI/Deaf Mentor services each year as a result of this project's training of the early interventionists (N=75) who work with them.

Products: The following new materials will be prepared for distribution: modules on forming partnerships and family diversity for a new resource manual on family-centered early intervention; a monograph on promoting early literacy in young children who are deaf; video clips, transparencies, handouts, and a trainer's manual for Deaf Mentor training; and a Deaf Mentor operational procedures handbook. Agencies in four states will receive outreach services to assist in their implementation of SKI-HI/Deaf Mentor services, and the new implementation sites will receive materials they need for service delivery, as well as training for 75 professionals. Eight to ten new local trainers will be certified to provide training in this model, and the nationwide trainer system will be updated through a regular newsletter, updated training materials, and opportunities to attend trainer sessions at regional conferences.

Grant Number: **H024D960029**

The TRAC Outreach Project

Project Director: Udell, Tom

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To provide outreach services and training to increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers.

Method: This project intends to provide outreach services to community child care and preschool providers for the purpose of equipping them with the skills needed to serve children with disabilities. Training in the modular TRAC model will be provided to administrators, teachers, and assistant teachers from community programs serving children with disabilities ages 3 to 6 years. The TRAC model includes modules addressing the following subjects: appropriate practices; disabilities; social behavior; family involvement; and developmentally appropriate curriculum. The model also emphasizes interagency coordination and provision of services in the least restrictive environment. The Teaching Research Child Development Center will serve as a demonstration site for the project, and currently serves local children ages 3 to 6 years including those with, without, and at risk for disabilities. Individualized followup technical assistance and support will be provided to participants to maximize implementation of model components. Second generation training will be provided to community child care and preschool providers and related professionals within Oregon as well as nationally. Technical assistance and support will be provided to these second generation sites as they deliver further cascaded training at their local sites. Over the course of the project, 120 service providers are expected to receive training, with 36 receiving training to serve as trainers themselves. They in turn are expected to train an additional 140 service providers. Information dissemination activities are expected to impact approximately 9,500 people.

Products: Project activities and findings will be disseminated at several levels during the grant period including awareness materials and presentations, replication training, the use of cascaded training and the use of second generation training sites. Findings and materials will also be disseminated through the Internet and a project homepage.

Grant Number: **H024D960030**

Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to Eight with Disabilities Using a Family-Centered Transdisciplinary/Transagency Service Delivery Model

Project Director: Stodden, Robert

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To provide training to early childhood staff in the Pacific Basin on family-centered transdisciplinary/transagency (Td/Ta) service delivery.

Method: The proposed project will provide awareness training, replication training and technical assistance, and training for trainers in the Family Centered Td/Ta model of service delivery. In Year One, six awareness trainings will be provided at regional and national conferences as well as on-site at direct service programs interested in family-centered Td/Ta service provision. Replication trainings followed up by technical assistance will be provided to staff at 11 early intervention/early childhood programs. Administrative training and technical assistance will also be provided at these sites. In addition, early childhood college teaching staff in the Pacific Basin and UAP staff in Guam and Hawaii will be invited to participate in full replication training and followup technical assistance. Training for trainers will be provided to 20 participants this year, to include staff from replication sites, colleges, and UAPs. This year's activities will also include development of awareness, replication and technical assistance training modules and review of all commercial materials used in the training to make sure they are culturally appropriate and relevant to participants' learning needs. In Year Two, 5 new awareness trainings will be provided, as will further replication and technical assistance training. An advanced training for trainers workshop will be held for graduates of the first year's program. Materials development and revision will continue in this year. Year Three will see six awareness trainings, a second week of on-site technical assistance at replication sites, further administrative support, and another advanced training for trainers workshop. Data collected over the three years (including participant evaluations, replications sites' accomplishment of action plan goals, components of the model most and least replicated across sites, and overall impact of families, children and staff) will be compiled, analyzed and made available for dissemination. Awareness training will be provided to over 1,000 parents, professionals, and advocates. On-site replication training and followup technical assistance will be provided to at least 180 early childhood administrative and direct service staff, and training for trainers workshops will reach 60 early childhood administrative, teaching, and support staff, as well as college and UAP teaching staff.

Products: Through training, technical assistance, and general replication support, staff at each replication site will be able to implement the Family-Centered Transdisciplinary/Transagency Service Delivery Model, and will be able to provide training and technical assistance to other early childhood program staff in the Pacific Basin interested in replicating this model. Activities and findings of the project will be publicized and disseminated through poster sessions, a networking paper, workshop presentations, and keynote addresses at state, regional, and national conferences. In addition, staff will submit articles about the FCTd/Ta model to professional journals. Appearances of radio and television shows, articles in professional newsletters, journals, and newspapers and over computer information networks will also be used to disseminate findings.

Grant Number: **H024D960031**

The Family Consultant Training Model

Project Director: Bunse, Carol

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To increase quality services to young children and families receiving home-based early intervention services.

Method: The project proposes to disseminate and replicate on a state, regional, and national basis the recommended practices included in the Family Consultant Training model to improve the quality and availability of services to infants and toddlers with disabilities and their families. Training will include awareness training, knowledge level training, and skill implementation training, tuned to meet individual participant needs and provided through both a validated inservice model and a "train the trainers" cascading model. Basic training activities will incorporate a variety of experiential learning techniques such as role play, video and live demonstrations, self-guided study material, and direct observation of hands-on sessions with children. Beginning in the second project year, separate training will be offered to persons interested in becoming trainers and mentors in their local agencies and systems. As many of these trainer/mentors are also full time service providers, project staff will work with administrators to provide a support system for these individuals. Funds will be budgeted to compensate trainer/mentors as they begin locally tailored training plans, and such technological avenues as distance teaching, computer assisted training, and video lecturing will be used by individual replication sites for some components of training. Training in the Family Consultant Training Model will be provided to approximately 70 direct service providers/trainers, and (based on an average caseload of 24) this training is expected to improve services to over 1,500 children with disabilities and their families.

Products: Awareness materials will be distributed to educational and other agencies through conventional media as well as a project Homepage. Project staff will participate in state, regional, and national workshops and conferences, and will prepare and submit a journal article for submission.

Grant Number: **H024D960032**

Family Enhancement Outreach Training Project

Project Director: Ward, Patricia

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To promote and enhance early intervention practitioners' ability to identify and meet the needs and concerns of infants and toddlers with disabilities and their families using Individualized Family Service Planes to enable and empower families.

Method: A multidisciplinary team (including a parent) will be the core of the training, which will specifically focus on collaboration among early intervention practitioners, parents, and project staff. Training sites will be identified through Lead Agencies in each participating state and jurisdiction responsible for implementing early intervention services. Six sites will receive outreach training each year of the project, to include the following: on-site training; followup technical assistance and consultation; a second on-site training; and monthly written contact with all training participants. Training will focus on planning and implementation of family-centered assessment and intervention models, and improving practitioners' skills in meeting child and family needs in normalized and normative manners. Practitioners' abilities to identify and promote those child competencies needed to function in least restrictive educational and community environments will also be addressed. Evaluation will focus on the extent to which program plans and activities are implemented and outcomes are attained, and the extent to which the project has positive effects on targeted audiences. It is estimated that the following shall benefit in each year of on-site training: 450-480 children with disabilities; 450- 480 parents of children with disabilities; and 30-36 early intervention practitioners.

Products: The major project product will be a manual for replicating the training model for promoting competencies of early intervention practitioners. The manual will include the training curriculum and the methods and procedures used at sites. Further dissemination materials are already available as products of the model-demonstration and research projects on which this outreach project is based. Project staff also plan on publishing at least two manuscripts in professional journals, making several presentations at professional conferences, developing a World Wide Web page for the project, distributing project information through national clearinghouses, and securing further coverage through press releases.

Grant Number: **H024D960034**

Exceptional Challenge Project

Project Director: Appoloni, Tony

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

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Purpose: To assist five states and the outer Pacific area in tailoring their improved projects to meet their needs, providing initial training-of-trainers for multidisciplinary, interagency teams who then train local community leaders and provide training for community college instructors preparing preservice personnel.

Method: The project will assist California, Minnesota, the outer Pacific, New York, and one additional state to tailor their program to meet their needs (and to leverage state resources). Staff and/or designated representatives will be trained from Part H lead agencies, state educational agencies, child care lead agencies, prominent parent organizations, and other relevant networks through the intensive nine day EXCEPTIONAL Challenge Institute and a follow-up two day technical assistance and long-range planning seminar. Staff will also train community college instructors of early childhood education to incorporate EXCEPTIONAL materials in their preservice courses, and will monitor the training of an average of 1,360 local leaders in community teams, targeting enterprise communities and empowerment zones. Technical assistance and support will be provided through scheduled teleconferences, Internet technical assistance, and peer support to the cadres and community college instructors. The basic training will be adapted for native speakers of Spanish and Chinese. Staff will model parent-professional coordination in all outreach activities, and in project staffing and workshop facilitation. Beneficiaries of state planning and technical assistance are expected to include 60 individuals on interagency planning teams representing a variety of relevant agencies. Training of trainers is expected to reach 250 participants in five states; these trainers will in turn serve an estimated 1,360 local participants. Services to community college preservice instructors is expected to reach 250 participants, who in turn will serve an estimated 15,000 preservice students per year.

Products: A minimum of 70% of state cadre and community team trainees will demonstrate 100% mastery of all content competencies compared to project standards. At least 70% of randomly sampled state cadre and community team trainers will rate the project as having significantly enhanced their child care services for young children and their families in terms of options, access, and direct service at the local level.

***Grant Number:* H024D960042**

PIWI Outreach: Facilitating Development through Parent-Infant Play Groups

Project Director: McCollum, Jeanette

Beginning Date: Aug 21, 1996
Ending Date: Aug 20, 1999

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Purpose: To assist early intervention personnel to develop and implement parent-infant play groups that will facilitate development among infants and toddlers with disabilities.

Method: The PIWI model is based on a two-tier interactional framework. The primary tier encompassed by the model is the parent-child relationship, while the second tier is found in the relationship between the interventionists and the dyad. The model focuses on fostering developmentally supportive interaction contexts for the child, while building the parent's competence and confidence as an interactive partner. Step One of training is set in a three day training, including an overview of model components, observation of play groups, and development of individual action plans. Step Two provides on-site training in model components, introduction to a checklist monitoring play groups' fidelity to the plan, and trainer observation and support. Step Three provides training to reliability on use of the checklist and a gradual transfer of responsibility from trainers to outreach sites. The fourth and final step features ongoing support and consultation, ongoing self-assessment, and evaluation. Through this project, a set of training materials describing the guidelines, format and procedures for implementing the parent-child play group model will be disseminated nationally. A systematic training approach based on principles of adult learning will be implemented through a training-of-trainers model to develop PIWI replication sites in Illinois and other states. Training will be provided directly to a minimum of 16 early intervention sites in replicating the model. Replication site retraining is expected to mean a total of 30 sites will have received training by the end of Year 3. A minimum of 240 parent-infant dyads are expected to benefit from the training.

Products: Through this project, early interventionists will strengthen their service provision by explicitly and consciously recognizing and enhancing parent-child relationships as the foundation of early intervention practice, as well as the relationships between dyads and interventionists. Information about program activities, the availability of materials, and outreach training sites will be disseminated through the current statewide system of early intervention training opportunity notification, as well as through the newsletter of the Birth-to-Three Clearinghouse. State and national conferences will also be used to disseminate project materials, and news releases will be distributed through national newsletters. Articles describing the model will be submitted for publication in professional journals.

Grant Number: **H024D960050**

Portage Project Model

Project Director: Herdiga, Julia

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 1999

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Purpose: To assist states, agencies, and local programs to develop, implement, and maintain high quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options in the United States.

Method: The Portage Project proposes to meet the needs of state and local agencies throughout the country through the provision of training addressing the provision of services from an ecological perspective. Technical assistance will be provided on an extensive range of issues related to staff development, reflective professional guidance, and mentoring. All efforts will focus on the full and effective partnership with families in the planning and implementation of services for young children. Specific training competencies include development of: ongoing communication and observation to better understand family ways; effective and facilitative communication strategies; mutual trust in parent-professional relationships; knowledge of family systems; facilitating nurturing parent- child interaction; and fostering the role of parents as the family's primary decision-makers. A separate training component focuses on skills relating to development of the IEP and IFSP, and a third component focuses on the trainee's ability to implement services in a variety of natural settings. Outreach activities will focus on providing intensive initial training, ongoing implementation support, related materials to assist in mentoring and full implementation, and monitoring and evaluation to determine effectiveness and degree to which practices are meeting the needs of children and their families. The Project will incorporate the regional training and mentoring model, thereby increasing the potential impact through development of local site trainer/mentors. Project activities will impact over 600 personnel from state education agencies, lead agencies, public schools, day care centers, hospitals, universities, technical schools, Head Starts, tribal councils, developmental disabilities boards, private service agencies, and professional organizations. Over 12,000 children and families will receive services which will have been enhanced by training and support from the Portage Outreach Project.

Products: Major research-based products will include: the Portage Classroom Curriculum, designed to facilitate group assessment and instruction of children in integrated settings; Special Training for Special Needs training modules to support day care and other child care providers in serving children with disabilities; and the Growing: Birth to Three Curriculum, designed to support implementation of interactive intervention strategies in programs serving young children and their families.

Grant Number: **H024D960053**

Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services in Natural Environments

Project Director: Siders, Jane

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Purpose: To provide training which will promote family-centered service provision in least restrictive environments, including home, family day care, Head Start and other early childhood programs.

Method: Local interventionists will be trained to work as team members and consultants in natural settings in order to ensure that least restrictive service options are available to families for their children. The project will provide and install a flexible outreach team training and support model which has been developed and evaluated by two projects, an EEPCD inservice project and an outreach training project for preschool teams. Training will include using individualized coaching to address the unique needs of the child, family, and caregiver in either family or center-based child care. Willowood Center, an established fully inclusive intervention program for infants, toddlers, and preschoolers located in an Enterprise Community in Jackson, Mississippi will serve as the training and demonstration site throughout the project. Through a variety of training strategies, including mentoring in the field, training will first reach local providers and then be expended through the Part H network across the state. Model site staff will serve as ongoing mentors and demonstrators, and an itinerant mentor team will be based at the center, working in such community sites as child care centers, Head Start centers, family day care, and homes. Service coordinators in the Part H service area will provide input for the project training plan to ensure that training locations and activities meet local needs. Part H Mississippi will offer incentives to other agencies in providing community-based services in natural settings through the awarding of cost-sharing contracts. During Years 2 and 3, the project will train additional teams, providing ongoing technical assistance and materials and promoting reciprocal sharing across sites. Training materials for basic and discrete competencies will be refined, evaluated, and expanded to allow for differences among early intervention systems. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Evaluation will include input, process and outcome data. Direct on-site training and technical assistance will be provided to at least 68 professional and paraprofessional staff. An estimated 518 children and families are expected to be served over the span of the project. Further benefits are expected to indirectly reach over 1,000 nondisabled children and families at sites adopting the program's model and services.

Products: Products refined and developed for this project will consist of combinations of print and video tape media. Within Mississippi, dissemination will take place through professional publications, conferences and newsletter communications. Regional and national dissemination activities will include paper, poster and workshop presentations at major professional conferences and meetings. Staff and participants will be encouraged to submit articles for publication in professional journals. Mailings concerning training events will be made to appropriate state and national audiences using network information.

Grant Number: **H024D970006**

TIME (Training in a Manila Envelope): A Child Care Plus Outreach Project to Expand Care and Education Options for Young Children with Disabilities and Their Families

Project Director: Morris, Sandra

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: The TIME project proposes to replicate the Child Care Plus (CC+) model of inservice training by providing: 1) a course on inclusion directly for child care providers and other early childhood professionals in rural areas across the nation, and 2) training for learning facilitators to replicate the model in local areas.

Method: TIME is designed to: 1) promote awareness of the model; 2) develop/disseminate products, including the TIME Tool Kit which is designed to facilitate replication of the model's processes and procedures; 3) provide technical assistance related to replication and implementation; 4) conduct replication training sessions on model components, such as adult learning and the inclusion curriculum; 5) facilitate the self-study course; and 6) coordinate project activities with local, state, and national programs. TIME uses lifelong learning practices matched with accessible methods to help child care providers in rural areas who may have specific needs and limited resources. Each year, approximately 50 providers will participate in skill-based training provided by the project by enrolling in a comprehensive university course on the basic practices and skills which promote inclusion of young children with disabilities in early childhood settings. The four-credit self-study course emphasizes self-direction and adult learning principles. In addition, at least 350 other providers will participate in self-study courses facilitated by 15 learning facilitators replicating the model in local areas.

Products: The project will produce technical reports that address major findings, service practice recommendations, and cost factors. Additionally, brief summary reports on topics related to early childhood settings for children with disabilities will be written specifically for legislators and community development leaders to assist them in developing plans and policies which can positively impact the development of early intervention and family support systems. In addition, the project will update the CC+ Workshop Descriptions (synopsis of 30 workshop and training sessions) and further develop the TIME Self-Study Guide for Learning Facilitators. The TIME Tool Kit for Learning Facilitators in Rural Areas, a package of fully reproducible materials, will be redesigned.

Grant Number: **H024D970012**

SPARK: Skills Promoted through Arts, Reading, and Knowledge

Project Director: Fowler, Susan

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project addresses the needs of an increasingly culturally diverse population by providing a preschool curriculum model that is designed to provide a creative arts curriculum for teachers of young children with developmental delays or at risk of developing delays. The project involves implementation of a creative arts curriculum based on stories and resources from many cultural and ethnic traditions, in-service training and ongoing support to enhance the implementation of the curriculum model, and materials to enable families to participate in their child's education.

Method: The outreach design consists of six major steps: awareness and site selection, planning of the individual site plan, implementation of training, technical assistance, evaluation of outreach implementation, and dissemination of information. Three states have been identified for the first year of outreach (Kentucky, Illinois, and North Carolina) and three other states (Arizona, Louisiana, and Kansas) have indicated interest in participating in the outreach effort in subsequent years. Five communities in each state have agreed to replicate the model and each community will have a minimum of three implementing classrooms. Teachers will learn to use effective teaching practices for all children, self evaluate their implementation of the SPARK model, and promote child learning; supervisory personnel will be trained to observe teacher's implementation of the model and train new staff to use the model; parents will be given guidelines that will enable them to support the child's classroom experiences; and children with widely differing cultural backgrounds and skill levels will achieve success at their own level while engaged in highly interesting, process-oriented activities.

Products: The project will result in a replicable outreach model for implementing a creative arts curriculum with culturally diverse preschool children.

Grant Number: **H024D970013**

Project SUNRISE Outreach (Systematic Use of Newly Researched Interventions by Special Educators)

Project Director: Raab, Melinda M.; Dunst, Carl J.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: The goal of Project SUNRISE Outreach is to provide training and assistance to early intervention and early childhood special education programs to promote the adoption of quality classroom practices in both existing and newly developing classroom settings that promote the optimal functioning of young children with disabilities and their families.

Method: Project SUNRISE will promote the adoption of high quality classroom practices through: project awareness, dissemination, consultation/technical assistance, group training activities, on-site training, coordination, and product development. The classroom model focuses on the influence of classroom practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based and activity-based, functional, and responsive to children and families. The outreach methods and strategies are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on- site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. Components of the model include Program Foundation and Philosophy, Management and Training, Environmental Organization, Staffing Patterns, Instructional Context, Instructional Techniques, and Program Evaluation.

Products: The project will result in a replicable classroom model effective in serving children (ages birth to 8) with all types and degrees of disabilities as well as children without disabilities, from all socioeconomic backgrounds and cultural/racial groups. Products will include a project resource list, outreach training activities, published articles and papers, presentations at conferences, and dissemination of information and materials via the Internet and World Wide Web.

Grant Number: H024D970014

Expressive Arts Education

Project Director: Hutinger, Patricia L.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: The Expressive Arts (EA) model demonstrates naturalistic intervention methods in a developmentally appropriate, activity-based expressive arts curriculum for children three to eight years old who have mild to severe disabilities. It ensures access to activities in the arts that are an accepted part of regular early childhood programs in typical settings.

Method: The EA model emphasizes the visual arts and includes related elements of music and dramatics. It is designed to fit into existing early intervention programs in public schools and agencies and is built on a sound theoretical base that provides special needs children with access to normalized and developmentally appropriate activities. Both low-technology and high-technology adaptations are used, including computers, peripherals, and software for children with severe disabilities. Activities provide opportunities for exploration and child-directed learning using developmentally appropriate strategies from regular early childhood settings. Observational learning paradigm videotapes can be used to introduce children with moderate to severe disabilities to activities, and the model's data collection instruments can measure child progress and are a contribution to the field.

Products: The results of children participating in EA activities and accompanying adaptations demonstrate positive outcomes for children in aspects of cognition, communication, social abilities, gross motor, fine motor, and expressive arts abilities. EA products include the ArtExpress curriculum, a selection of manuals for early childhood staff and families, videotapes, and computer software. Effectiveness data demonstrate the positive outcomes offered by the arts to young children with disabilities, focusing increasing attention and acceptance on the importance of art in the acquisition of important areas of development.

Grant Number: **H024D970015**

Multi-Statewide Outreach: Technical Assessment Teams to Address Challenging Behavior

Project Director: McEvoy, Mary A.; Reichle, Joe

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Minnesota
Center for Early Education and Development
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Purpose: This project will establish state-wide networks in Tennessee, Minnesota, and New York for the intervention and prevention of challenging behavior in young children with disabilities. State education agencies, institutions of higher education, and selected local school districts will collaborate to develop technical assistance teams, disseminate information, and provide personnel development within each state network.

Method: In year one, the University of Minnesota (UM), the State University of New York at Geneseo (SUNY-G), and East Tennessee State University (ETSU) will each select three local school districts that wish to establish technical assistance teams to assist parents and professionals who work with children who exhibit challenging behavior. Regional public/private colleges or universities that are proximal to each school district will also be selected. The UM, SUNY-G, and ETSU will each host five-day summer institutes to train faculty from the regional colleges and universities to provide preservice training in the area of challenging behaviors. Representatives from the selected local school districts and parents/family advocates will also be invited to the summer institutes. ETSU, UM, and SUNY-G will provide inservice training and technical assistance to the selected school districts during year 1. After year 1, the UM, SUNY-G, and ETSU will fade from the selected sites and the regional colleges/universities will remain as a primary resource for preservice, inservice, and technical assistance to the now-established teams. Three more local districts and regional colleges/universities will be selected in year 2 and then again in year 3, thus establishing a cadre of resources throughout each state.

Products: This project will result in: (1) development of state-wide networks to address the prevention and intervention of young children's challenging behavior; (2) linking of trained faculty from institutions of higher education with district-wide teams; (3) a series of best practice modules designed for professionals who serve young children with challenging behavior; (4) a series of best practice modules for parents, focusing on prevention of situations that could lead to challenging behaviors; (5) a slide, videotape, and instructional packet describing the inservice and technical assistance model; and (6) an informational manual to assist regional university personnel and local school administrators to implement the proposed model.

Grant Number: **H024D970018**

Project SEARCH Outreach (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

Project Director: Raab, Melinda M.; Dunst, Carl J.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Orelena Hawks Puckett Institute
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Purpose: The goal of Project SEARCH Outreach is to promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth to 8 years of age, who are very young developmentally. The project will promote and enhance early intervention practitioners' abilities to promote child learning capacity and document the extended benefits of this learning on the child and his or her caregivers.

Method: The outreach methods and strategies to be used are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on- site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. The intervention and evaluation model upon which all outreach activities are based emphasizes active learning games as a basis for: promoting child competence; the documentation of extended benefits of learning games on both child and caregiver behavior as the indicators of intervention outcomes; and parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions. The model includes procedures for identifying child strengths and selecting target behaviors; procedures for developing and implementing active learning games that will provide the child with learning opportunities; and procedures for assessing and documenting the extended benefits of learning games. Major outreach activities will occur in North Carolina, Tennessee, and West Virginia during the first year of the project and in additional states during years 2 and 3.

Products: Products disseminated by this project will include a resource list, outreach training information, journal articles, and conference presentations.

Grant Number: **H024D970019**

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians

Project Director: Garland, Corinne W.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This outreach project aims to replicate the Caring for Infants and Toddlers (CFIT) model, which addresses the involvement of physicians in community early intervention systems. The training model provides pediatricians and family physicians with the information and skills they need to be full participants in community-based early intervention teams. The project has three goals: collaborate with Part H lead agency personnel and state chapters of the American Academies of Pediatrics and Family Physicians to plan and implement model replication activities in six to nine states; replicate the CFIT model of training with physicians, leading to their increased knowledge and skills regarding family-centered early intervention services for children with disabilities; and promote awareness and replication of the model and its products through dissemination activities.

Method: The outreach design includes a four-step process: selection of replication sites; replication of the three components of the CFIT model, including state planning, introductory seminars, and independent study; technical assistance to replication sites; and evaluation. Replication of the CFIT model components involves working with each state to develop a leadership planning group, working with the planning group to develop a written action plan for training, customizing the independent study manual for each state, conducting introductory seminars, distributing independent study manuals and audiotapes, and providing continuing medical education documents.

Products: Project products will include a videotape of a CFIT seminar, project awareness materials on the World Wide Web and displayed at conferences, a revised independent study manual, audiotapes, journal articles, and conference presentations.

***Grant Number:* H024D970020**

LitTECH Interactive

Project Director: Hutinger, Patricia L.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project will replicate a developmentally appropriate interactive technology literacy curriculum model into early childhood special education programs serving children age three to six with mild to moderate disabilities.

Method: The project will train participants to implement the LitTECH model through traditional, on-site trainer-trainee instruction supported by a home page on the World Wide Web, electronic mail, an electronic bulletin board, and a toll-free telephone to support and continue the service.

Products: New state-of-the-art products that will be generated by the project include LitTech Interactive on CD-ROM; a LitTech home page on Macomb Projects Web Site; Eency Weency Web, a children's interactive web site; Frequently Asked Questions both in print and on the Web site; and a videotape covering the implementation of LitTech Interactive.

Grant Number: H024D970025

LEAP Outreach

Project Director: Strain, Philip

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

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Purpose: The LEAP Outreach project will provide training to early intervention staff in 24 replication sites in Colorado, New York, Minnesota, and Oregon. The primary goal of this training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum level of effectiveness and confidence as they and their children are integrated into their respective communities.

Method: To achieve its primary goal, the project has designed an outreach model that emphasizes systematic teaching tactics, direct observation to assess teaching outcomes, and training of parents and peers. It intends to match the scope and sequence of outreach activities to the political, economic, and logistical realities at specific sites. It will provide for updating of training content to match intervention advances at the demonstration site and will offer training and follow-up technical assistance for early intervention staff and site managers. Careful and comprehensive data collection will be used and experimental designs will help document the effects of the outreach training on service providers, children, and families. Replication sites will be provided with a long- term supportive relationship with the demonstration site.

Products: In the classroom-related modules, trainees will acquire skills in classroom organization, lesson development and planning, volunteer utilization, conducting developmental assessments, observing child behavior, instruction of children in child-directed and teacher-directed groups, and evaluating instructional outcomes. In the family participation modules, trainees acquire skills in family assessment, individualized family service plans, observing parent-child interaction, family consultation, and monitoring intervention effectiveness. The project will build on the supporting mechanisms and policies at the state level to ensure long-term support for the replication sites. The dissemination and replication of this service delivery model will directly impact the lives of over 1,000 children and their families, offering national-level contributions to the knowledge and practice in the profession.

Grant Number: **H024D970028**

FACETS: Family-Guided Approaches to Collaborative Early Intervention Training and Services

Project Director: Lindeman, David

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Kansas
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Purpose: This project will address the challenges associated with delivery of family-guided intervention by providing "how-to" information for family members, early interventionists, specialty disciplines, and administrators. FACETS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: This outreach project builds on a previously validated model demonstration. In the project, family members guide the early intervention process by determining their own priorities and preferences, providing them the opportunity to make meaningful choices in intervention. The model consists of five discrete, replicable, and interacting components: 1) family-guided activity-based intervention; 2) using daily routines as a context for intervention; 3) developmentally appropriate, child-centered intervention strategies; 4) involving caregivers in teaching/learning; and 5) interagency/interdisciplinary team planning and progress monitoring.

Products: The five project components have been demonstrated to be effective and are supported by print or video materials allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self- identified needs. Outreach training and follow-up assistance will be provided to five new outreach sites each year, for a total of at least 15 programs, with an estimated impact on 25 inservice professionals and 750 children and families. Dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: **H024D970034**

Project INTEGRATE: Integrated and Naturalistic Therapy and Education Garnered from Research and Treatment Experiences

Project Director: McWilliam, R. A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of North Carolina - Chapel Hill
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Purpose: The purpose of this project is to disseminate a model of service delivery that leads to increasing integration of therapy and special education. It is based on five years of federally funded research that developed a continuum of service delivery models: individual pullout, small-group pullout, one-on-one in classroom, group activity, integrated within routines, and consultation. One of the important features of the project is to conceive of therapy and other consultatative services in terms of this continuum and not simply as a dichotomy such as in- class versus out-of-class.

Method: The project will foster the adaptation of integrated services through four levels of model adoption: awareness, knowledge, implementation, and systems change. Presentations will be used to increase awareness, workshops will be used to increase knowledge and implementation, and in-depth consultation will be used to increase systems change.

Products: The model will be disseminated through awareness presentations and through manuals, articles, and the Internet. The manuals will target regular education teachers, special education teachers, occupational therapists, physical therapists, speech-language pathologists, administrators, and parents. Both practitioner-level and research articles will be written and submitted for publication. The project will establish and continually update its World Wide Web pages.

Grant Number: **H024D970035**

Developmental Therapy-Developmental Teaching: An Outreach Project for Young Children with Social-Emotional-Behavioral Disabilities

Project Director: Davis, Karen R.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This outreach project is based on the validated Developmental Therapy-Developmental Teaching model originally designed for young children with severe emotional/behavioral problems and their families. It emphasizes teaching skills which foster a child's social-emotional-behavioral competence. It has proven effective in inclusive settings and can be integrated into other early childhood pre-academic curricula. Family involvement and simultaneous home implementation of model practices are integral aspects of the model.

Method: The project will assist early childhood and local child care programs in replicating components of the model in inclusive and pull-out settings for children with social-emotional- behavioral disabilities and their families. The project will assist participants in acquiring specific skills to foster the children's growth. Emphasis will be on model applications in typical daily social activities.

Products: Project objectives include dissemination of information about the model and general training for early childhood programs and families of participating children. The model will be implemented at selected replication sites with staff development materials being adapted to the needs of participants at each site and resources available for both on-site and distance learning via satellite. The impact of the project will be evaluated regarding the proficiency of participating personnel and families, their evaluation of the helpfulness and effectiveness of the outreach program, and the progress of participating children.

Grant Number: **H024D970036**

Outreach Services to Assist States to Replicate a Training Model for Early Interventionists in a Low Incidence Disability Condition: Blindness and Visual Impairment

Project Director: Jeppesen, M. K.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project addresses the need for inservice training for early intervention/childhood personnel working with infants and preschool-aged children with low-incidence disabilities, namely blindness and visual impairments, by providing appropriate inservice training to the professionals serving these children.

Method: Over three years, the project will assist nine additional states in developing ongoing inservice training for professionals working with young children, ages birth through five, with blindness or visual impairment, through the use of their own state training teams. Approximately 75 instructors will be trained in this program to conduct training for more than 375 professionals working with over 1,000 young children and their families. The project will also provide ongoing technical assistance to the 15 states already using the inservice training model, further impacting hundreds of professionals and the children they serve in their states.

Products: The project will continue to outreach the inservice training model and materials, providing direct services to professionals in early intervention/childhood programs. It will work with three new states and provide training to 25 state instructors for each year of the project. In all, at least 375 professionals will be trained over the three years of the project. In total, more than 350 children and their families each year should benefit from the training received in the various states covered by the project.

Grant Number: **H024D970040**

Delivering Individualized Support for Young Children with Autism: Outreach for State Service Systems

Project Director: Dunlap, Glen

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

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Purpose: The purpose of this proposed outreach project is to assist educational and other agencies to implement components of the Individualized Support Project, which was a model demonstration project developed to provide comprehensive and effective support for young children with autism and their families. The model provides for the development of a child's communication, social inclusion, and family support needs within natural contexts and has been in operation for more than three years.

Method: The project will work with state and local agencies to develop a plan for the implementation and evaluation of the model, and then provide training and technical assistance to establish a replication of the model or model components that are desired. After training and technical assistance are provided to establish the model, the project will work with the states to develop and implement within-state outreach replication and training activities.

Products: Dissemination of the model design, implementation, and outcomes will occur nationally through invited workshops, conference presentations, and publications. In addition, training materials for each component of the model will be available for dissemination.

Grant Number: **H024D970044**

Outreach: Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training

Project Director: Haggart, Ann G.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

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Purpose: This early childhood outreach program for children with disabilities aims to disseminate and replicate the highly successful demonstration project, "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," in center-based child care programs throughout the country. The model is designed to prepare child care administrators and providers to serve young children with disabilities in center-based child care programs through a training model which addresses not only the attitudes and competencies of providers but the administrative policies and procedures which inadvertently prevent access to typical child care.

Method: The project will replicate the demonstration project "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," and it will include a focus on the child care center's administrators and provide technical assistance. Following administrator training, the caregiver staff is trained. Demonstration sites will be identified and personnel trained there. The outreach sites will provide continued assistance to the original centers and will bring on additional centers following project funding. The outreach centers will be available as demonstration sites for others to visit and learn how to access the training.

Products: The goals of the project are to increase access to center- based child care for infants and toddlers with disabilities through staff training, technical assistance, and collaboration with state and local resources and between local child care and early intervention programs. It intends to establish a dissemination, training, and technical assistance system within participating states which is independently operational and self- supporting at the end of the proposed project.

(84.024K)
Early Childhood Research Institute: Integration

Grant Number: **H024K960001**

Early Childhood Research Institute on Integration

Project Director: Odom, Samuel L.
Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

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Purpose: To conduct a five year program of research identifying barriers to inclusion, design strategies for overcoming such barriers, and examine the effects of such strategies.

Method: All project research will assume that the cultural context for the child and family is central to an understanding of inclusion, and will pervade all aspects of this research. This project will begin with an in-depth ecological systems analysis of inclusion in programs located at each of four national research sites. This analysis will be followed by more specific programs of research focusing on classroom and professional factors, family and community inclusion, and social policy. The programs analyzed in the first phase of research will include public schools, private child care centers, and Head Start programs in which children with disabilities were included. This study will examine multi-level factors that may serve as barriers or facilitators of inclusion, as well as mutual influences or linkages of these factors across levels of ecological systems. During the next phase of research, staff will conduct seven studies in classroom and professional collaboration, examining strategies for designing and implementing individualized programs in developmentally appropriate environments, building professional collaboration, and supporting social skills and relationships. Next, staff will conduct five studies examining family factors related to inclusion. These studies will build on the qualitative approach to documenting and understanding family experiences outlined in the ecological systems study, and will provide a larger scale examination of patterns of community interaction for families and their children with and without disabilities. The final research phase will look at the impact of social policy on inclusion through two studies examining how policy influences families, children, and programs. Each study will address all levels of the ecological system, and will provide a synthesis that describes how the system functions.

Products: The anticipated outcomes of the initial investigations are to: (1) lay the foundation for a fundamentally better understanding of the process of inclusion and strategies for supporting implementation of innovative inclusive programs; (2) generate a series of papers that address individually each of the identified questions; (3) identify a range of definitions and goals for inclusion, which describe the similarities and diversity of inclusion across settings; (4) determine if the nature of community inclusion will vary across families and communities; and (5) generate descriptive information about curricular practices that will serve as the basis for later intervention. The anticipated outcomes for the maintenance and evolution of inclusion studies are to: (1) identify factors related to the maintenance of inclusion within each of the programs, barriers to the maintenance of inclusion, and strategies that programs employ to overcome those barriers; (2) identify factors that are important at different times in the evolution of a community-based inclusive program; (3) determine how the nature of community inclusion changes (or remains unchanged) for children with disabilities across a five year time period. In addition, the knowledge generated by the Institute will identify intervention strategies that will facilitate the family's role in decision-making regarding inclusion experiences, and clarify policy implementation issues at the state level. This course of research will gather information on the degrees of educational inclusion of over 400 children and their families. Research training will be provided to over 50 doctoral students, and a total of 32 inclusion programs will receive direct services as a byproduct of their participation in this study. Some products of the institute will include a curriculum manual as well as publications in both scholarly and consumer-oriented journals.

(84.024P)
Early Childhood Models: Inservice Training Projects

Grant Number: **H024P950014**

The Core Competency Project: A State-Wide Systems Approach to the Inservice Preparation of EI/ECSE Personnel

Project Director: Piazza-Templeman, Torry

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

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Purpose: To provide a system of inservice training to assist EI/ECSE personnel in meeting competencies established by the Oregon Department of Education.

Method: The proposed Core Competency Project is designed to support the development of a statewide systems approach to the preparation of early intervention personnel. The broad goal will be to bring together all current inservice/preservice programs in the state, analyze their activities, and, through project-developed materials, strengthen identified needs. The inservice training model to be used will establish a network of regional training centers, organized around each of Oregon's existing seven service areas. Following establishment of the statewide system and regional training centers, training materials for use in targeted core competency areas will be designed. Training teams will be prepared at each regional training center to conduct a variety of training and follow-up support activities.

Products: The primary efforts to disseminate and promote replication of the project will be done through training activities at the regional training centers. Presentations of findings will also be made at state, regional, and local professional gatherings, training products will be submitted for field review, and finished products will be spread via Ed-Net. In the final year, articles on the project will be developed for national newsletters and journals.

Grant Number: **H024P950015**

Carolina Model Inservice Training Project

Project Director: McWilliam, Phyllis
Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
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Chapel Hill, NC 27599-4100
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Purpose: To develop an effective and replicable inservice training model for assisting early intervention programs to apply a family-centered approach in their daily work.

Method: The project will provide training to early intervention direct service personnel in North Carolina in collaboration with state-level personnel development systems and certification requirements for infants and toddlers (Part H) and preschool-aged children with disabilities (Part B). All training will be conducted at the team level, with training consisting of a series of 6 workshops scheduled at one-month intervals. During each workshop, participants will be presented with practical ideas for implementing family-centered principles, practice applying family-centered principles through the case method, assess the degree to which they currently engage in family-centered practices in various aspects of service provision, and develop specific plans for improving their services at both the individual and team levels. Evaluation will include a) changes in participants' attitudes and beliefs about families and team collaboration; b) the ability of participants to apply family-centered principles to realistic case situations in early intervention; c) the amount of progress teams and individuals achieve in implementing their plans to become more family-centered; and d) direct observation of trainees in the workplace to assess the degree to which changes in family-centered practices occur as a result of training.

Products: An instructor's manual will be developed and distributed for use by other inservice training providers. The manual will described the model in detail and provide the necessary teaching materials for instructors to implement the model in whole or in part. Dissemination efforts will also include the publication of project evaluation results.

Grant Number: **H024P950045**

Inservice Training for Child Care Personnel and Early Intervention Professional in Early Education

Project Director: Dinnebeil, Laurie
Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1999

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Purpose: To improve caregiving skills and knowledge about children with special needs among child care personnel so that community- based child care centers and homes can be used as caregiving and possible early intervention sites.

Method: Training will be accomplished through the combination of a 10-week training session with a technical assistance component. Early intervention personnel representing a variety of disciplines will provide the technical assistance component via a collaborative consultation model. Early interventionists will complete a training program to help them master competencies needed to engage in collaborative consultation. Project activities will take place within a research and development framework; 10 discrete phases will address the processes of curriculum development, revision, and field testing. The primary field test will consist of an experimental design employing participants randomly assigned to control and experimental groups. Dependent measures will be pre-and post-test assessment of knowledge change and two direct observation measures that focus on caregiver-child interactions and the quality of caregiving environments.

Products: Potential avenues for replication and circulation of project content and training materials include: incorporation of inservice content and materials in training at Owens Community College, the Lucas County Children's Services Board, the state day care licensing standards, and YWCA child care training; materials distribution via national vendors; videotape distribution via regional public libraries; and submission of project descriptions and findings to professional conferences and journals.

(84.024Q)
Early Childhood Research Institute: Follow Through

Grant Number: **H024Q970001**

Early Childhood Follow-Through Research Institute

Project Director: Wolery, Mark

Beginning Date: Feb 1, 1997
Ending Date: Sep 30, 2000

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Purpose: To establish an early childhood research institute to develop, evaluate, and disseminate information and strategies for promoting the adoption of effective practices in early elementary education.

Method: During the first 20 months of the institute, studies will include national surveys of educators, detailed and extensive interviews with families representing different ethnic and economic backgrounds, working conferences of teachers and administrators, ethnographic observations of early elementary classrooms, and a review of systems change literature across disciplines and professions. Meanwhile, investigators will develop and validate measures of the use of early intervention practices in elementary schools, assessing family-centered practices, family involvement in elementary education, developmentally appropriate practices, individualization of service planning and implementation, and integrated service planning and delivery practices. These processes will result in a major document describing the process of systems change, the identified barriers, the recommendations for strategies to address those barriers, and measures for monitoring the use of the practices. During the third and fourth project years, studies will focus on strategies for assisting schools in addressing practices and barriers that have been identified, using teacher work groups to further adoption of these practices, changing the planning process to assist teams in developing and implementing more individualized educational programs for children with disabilities, and changing school practices to allow families to choose the levels of involvement they deem appropriate. Upon completion of these studies, findings will be synthesized into another report. Studies in the fifth project year will evaluate mechanics for disseminating the information gleaned in previous studies to relevant audiences.

Products: Findings from each study will be synthesized to provide comprehensive perspectives of the issues being studied. The ultimate outcome of the institute will be to provide families, educators, researchers, and other potential agents of change with information, strategies, and measures to promote the adoption of early intervention practices in elementary schools.

(84.024S)
Early Childhood Research Institute

Grant Number: **H024S960006**

Culturally and Linguistically Appropriate Services for Early Childhood (CLAS)

Project Director: Fowler, Susan

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2001

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Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children and families who diverge culturally or linguistically from the majority population.

Method: The goals of this institute are to collect, review and catalog materials and practices developed for families and children representing culturally and linguistically diverse populations, and to create, as needed, new materials (and translations of materials) to ensure that effective early intervention (birth through five years) practices are available to personnel serving these families and to the families themselves. It is anticipated that gaps may be identified where certain materials and practices may not have been field-tested with specific minority group populations, and that their effectiveness and propriety with these populations warrants further investigation. Recommended practices will be cross-referenced with four themes: Child Find/Assessment; Child Instruction; Family Services; and Personnel Training. The ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, in conjunction with the ERIC Clearinghouse on Disabilities and Gifted Education at CEC, will assume responsibility for collecting, cataloging and reviewing existing materials as well as disseminating information about these materials and practices. Teams of reviewers and researchers along with Clearinghouse staff will review specific topical areas to evaluate the content of the materials and the extent to which the materials demonstrate cultural and linguistic acceptability for specific populations. Efforts toward collecting, cataloging and reviewing will be the focus of Years 1 and 2, but will continue throughout the following years as new materials and practices are identified. Materials and practices identified as requiring validation with different populations will be field-tested in Years 2-5. Gaps in practices and materials identified through the review process will be addressed through new research and development in these years as well.

Products: Dissemination will be an ongoing effort by the Institute in Years 2- 5 using electronic media, as print and videotape, networks serving specific ethnic groups, and programs preparing service providers to work with diverse populations.

Grant Number: **H024S960008**

Early Childhood Research Institute on Increasing Learning Opportunities for Children through Families

Project Director: Dunst, Carl J.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

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Morgant on, NC 28655
Voice: (704)225-0470

Purpose: The goal of this Institute is to identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of young children with or at risk for disabilities.

Method: The goal will be accomplished by identifying the home routines and community settings that can serve as the context for learning and the instructional conditions that optimize learning opportunities and benefits associated with these opportunities. The Institute will include a series of survey, descriptive, and intervention (experimental) studies that lead to the development of procedures, methods, and materials which will be field-tested and disseminated in ways that lead to improved services. Studies will be conducted with children and families who differ according to geographic location, place of family residence, family socioeconomic background, family cultural background, and child disability. Investigators will engage in three lines of research: descriptive and comparative studies of kinds of home routines and community settings families and children experience; descriptive and experimental studies focusing on the use of existing home routines and community settings as the context for learning; and case studies and experimental investigations focusing on the development of home routines where they are minimally present or inconsistent and the development of community activities when they are limited or nonexistent.

Products: Institute products will include guides for determining natural learning opportunities in home and community settings, and strategies for implementing instructional practice in these contexts.

Grant Number: **H024S960010**

Early Childhood Research Institute on Program Performance Measures: a Growth and Development Approach

Project Director: McConnell, Scott

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

University of Minnesota - Minneapolis
102 Pattee - 150 Pillsbury Dr., SE
Minneapolis, MN 55455
Voice: (612)624-6365

Purpose: To engage in a five-year cycle of research, development, and dissemination to produce a comprehensive program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities from birth through eight years of age and their families.

Method: This Institute will produce growth and development measures for child and family outcomes that can be used with infants, toddlers, preschoolers, and primary-grade children. These growth and development measures will be useful for describing the progress of individual children as well as groups of children (such as classrooms, programs, districts, or states). Furthermore, this system will include general child and family outcomes at each age, as well as sets of more specific outcomes for children and families representing identified subgroups (such as children with sensory impairments or children living in poverty). The Institute will also develop intervention-referenced assessment procedures that will guide parents, teachers, program leaders and administrators, and policy makers in making data-guided decisions to modify intervention services received by one child or group of children to further enhance growth and development.

Products: Results of all Institute activities will be fully and aggressively disseminated to multiple audiences (including parents and practitioners, administrators, policy makers, preservice trainers in early childhood education, and other researchers) through print products, electronic and multimedia means, and presentations to general public, professional, and research organizations. Additionally, Institute activities will be used to support the training of at least 8 graduate students each year, distributed throughout the project's three sites.

(84.025D)
Model Demonstration Projects for Children Who Are Deaf Blind

Grant Number: **H025D960002**

Enhancing the Self-Determination of Young Adults with Deaf-Blindness: Bridging the Gap between Research, Theory, and Practice

Project Director: Abery, Brian

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Minnesota
Institute on Community Integration
102 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Voice: (612)625-5592

Purpose: To provide professionals within the field of special education with some of the first information concerning the self- determination of children and youth with deaf-blindness, and to investigate the effectiveness of a multi-component staff and family education and technical assistance program designed to enhance the personal control exercised by children and youth with deaf-blindness.

Method: The first phase of this project will involve conducting participatory planning and decision-making groups composed of teachers, parents, and both adults and young adults with deaf-blindness. These groups will be used to delineate barriers to enhanced self-determination as well as resources to help overcome these barriers. Next, a multivariate study will be undertaken to describe the degree to which students with deaf-blindness possess the competencies necessary for self-determination, have adequate opportunities for personal control, and exercise self-determination. Ecological factors associated with self-determination will also be explored in this phase. Third, an in-depth study of the ecology of self-determination through the observation of interactions in natural classroom and community environments will be undertaken. Based on the results of this descriptive work, education and support programs will be developed with the dual goal of strengthening both self-educational programs and the family that will enhance the probability of these students demonstrating age-appropriate self-determination skills. The fourth phase of the project will involve systematic evaluation of the effectiveness of interventions.

Products: During each year of the project, program information and findings will be disseminated in publications aimed at translating research into practice and providing information on best practices for consumers, parents, and service personnel. In addition to direct benefits to students with deaf-blindness and their families, educational staff will benefit through acquisition of concrete skills and a knowledge of strategies, programs, and activities that enhance the self-determination of students with deaf-blindness and can easily be infused into the existing curriculum.

Grant Number: **H025D960008**

Reducing Behavior Problems with Functional Communications Training

Project Director: Durand, V. Mark

Beginning Date: Jun 1, 1996
Ending Date: May 31, 1999

State University of New York - Albany
1400 Washington Ave — AD 216
Albany, NY 12222
Voice: (518)442-4820

Purpose: To use assistive devices to allow students with limited communication skills to communicate with caregivers and to members of the community who may not be trained in using other, more idiosyncratic communication systems, and to assess how this intervention effects problem behavior.

Method: This project will conduct a study to evaluate the effects of using an augmentative/assistive device to teach alternative communicative responses to students displaying severe challenging behavior and deaf-blindness. Following identification of stimuli associated with communicative problem behavior, students will be taught to request these stimuli using the augmentative device. Data will also be collected on teacher responses to child behavior. Generalization of intervention effects will be assessed with untrained members of the community. Staff will also assess if meaningful change has occurred in the life of participating students as a result of these individuals, and will assess maintenance of gains over 12 to 24 months.

Products: The anticipated impact of the information gathered in this series of studies would include the demonstration and evaluation of a community-based intervention for challenging behavior that could be used with individuals displaying the most severe communicative disabilities. Project findings will be disseminated through scientific reports to peer-reviewed journals, annual summaries of project activities, and workshops.

Grant Number: **H025D960009**

Creating Environments that Nurture Independence for Children with Deaf Blindness

Project Director: Rowland, Charity

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Washington State University
Neill Hall
Room 421
Pullman, WA 99164-3140

Purpose: To demonstrate how teachers may target communicative and cognitive opportunities across the spectrum of daily classroom activities and thus increase independent behavior among their students with deaf-blindness.

Method: Project staff have already developed materials describing how to encourage functional communication in ordinary classroom activities for children with deaf-blindness, including nonspeaking students. These materials center around a classroom inventory allowing teachers to assess to what degree specific activities encourage or discourage communication for a specific child, and provide suggestions for improving the communication value of each activity. Instruments have also been developed for assessing cognitive "problem solving" skills at home and in school. The proposed project will take these materials into a demonstration and replication phase in classrooms including children with deaf blindness. After providing staff training and assessing target students in a model classroom, environmental inventories will be administered, and interventions for the model classroom will be designed. Staff and participating teachers will then implement these interventions and monitor student progress, providing support as needed. Phase Two will involve identifying replication sites and carrying out these steps at the new sites.

Products: Final products will include materials designed to show teachers how to integrate opportunities for children with deaf-blindness to practice communicative and cognitive skills as they interact with people and objects throughout the school day. The revised teacher materials will be presented at professional conferences, and a data- based technical article will be prepared for submission to appropriate professional journals.

Grant Number: **H025D960011**

Psychoeducational Assessment of Students Who Are Deaf-Blind: A Decision-Making Model for School-Based Practitioners

Project Director: Mar, Harvey

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

St. Luke's Roosevelt Hospital Center
Developmental Disabilities Center
1000 Tenth Avenue
New York, NY 10019
Voice: (212)523-6235

Purpose: To develop and validate a psychoeducational assessment model designed to enhance the ability of evaluators to (1) make decisions about appropriate approaches, procedures, and tools to conduct psychoeducational assessments of children and adolescents who are deaf-blind and (2) directly relate assessment results to critical educational needs, goals, and interventions.

Method: Staff will expand existing protocols to help evaluators observe and accurately describe the forms, breadth, and patterns of communicative and social interaction skills of individuals who are deaf-blind. The new protocol will undergo further field testing to establish reliability with a sample of 10-15 deaf-blind students in New York, resulting in an instrument for evaluators to use in characterizing communication behaviors, the first component of the decision-making model. A "decision-making sequence" will then be developed, utilizing information obtained from the refined protocols and other information to identify critical educational issues, relevant skills to assess and the contexts in which to assess them, appropriate methodologies, and available assessment tools. In this phase written and videotape resource and demonstration materials will be developed for practitioners to help guide them to review the spectrum of assessment-related concerns and questions for a heterogeneous group of deaf-blind students. To validate the decision-making model of psychoeducational assessment, the model will be applied to the evaluation of 10-15 students who are deaf-blind in metropolitan New York as well as regions of Maryland, Indiana, and Washington. Between 15 and 20 specific evaluation personnel will be identified by local agencies and schools and will participate in field testing and validation of these materials. To demonstrate ways in which state deaf-blind projects can support the training and informational needs of assessment personnel, staff will provide technical support by participating in inservice training activities as planned by states and agencies, as well as train-the-trainer and self-study/self-review models of personnel development.

Products: Anticipated outcomes include development of a pragmatic model of psychoeducational assessment for school-based practitioners in diverse settings, materials and resources to support self-study or inservice models of personnel preparation, and development of communication assessment protocols to improve competencies of practitioners to describe communication and social interaction behaviors of students with deaf-blindness.

(84.078A)
Regional Programs for Children and Youth with Deafness

Grant Number: **H078A960004**

Northeast Region Technical Assistance Center (NETAC)

Project Director: Hurwitz, Alan T.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

Rochester Institute for Technology
National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, NY 14623-5604
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E-mail: NETAC@rit.edu

Purpose: The proposed Northeast Region Technical Assistance Center (NETAC) will work with postsecondary educational institutions to develop, improve, and operate academic and vocational educational programs that are accessible to a diverse audience of individuals who are deaf or hard of hearing.

Method: The center will assess the technical assistance needs of postsecondary education institutions related to recruiting, enrolling, retraining, instructing, and serving students who are deaf or hard of hearing. It will provide consultation, inservice training, and planning to the institutions to enhance the access and accommodation of targeted individuals. The project will develop outreach strategies to enhance the awareness of available postsecondary opportunities and will make available awareness-training materials for administrators, faculty, and staff and disseminate information on proven models.

Products: The NETAC seeks to provide technical assistance to a broad range of postsecondary institutions in the Northeast to expand the array of educational opportunities available and accessible to students who are deaf or hard of hearing. In the case of institutions currently serving these students, the NETAC will work to improve those programs; in the case of institutions not serving them, the NETAC will work to develop programs collaboratively and economically. Through regional and national networks, the NETAC will coordinate and collaborate to improve and develop outreach strategies and to disseminate information about the educational opportunities that are available to deaf or hard-of-hearing individuals. This will allow for pooling of scarce financial resources and a rich pool of experience and expertise to best serve the needs of traditional and non-traditional students from underserved populations.

Grant Number: **H078A960005**

Midwest Postsecondary Center on Deafness

Project Director: Olson, Raymond

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

St. Paul Technical College
Student Services Division
235 Marshall Avenue
St. Paul, MN 55102-1800
Voice: (612)221-1327

Purpose: The primary goal of the Midwest Center is to increase the career options and choices and to maximize the opportunities for success and leadership for individuals who are deaf or hard of hearing. It will encourage and support institutions in the region which have been serving deaf and hard-of-hearing students through collaborative and cooperative activities. Educational institutions where minimal or no services for deaf or hard-of-hearing students are available will be given preferential consideration for the development of such services.

Method: The Midwest Center incorporates four model elements: the Collaborative Coordinating Council, to determine the needs, directions, and innovations in effective service delivery and program evaluation; a scaffolding structure that includes a "train the trainer" model for ongoing human resource development; extensive use of innovative interactive technology; and curricula developed for academic enrichment, legislative mandates, and development of support services.

Products: The Midwest Postsecondary Center on Deafness will develop collaborative and cooperative ventures to establish a regional human resource development program for postsecondary institutions, disseminate information and materials through multiple mediums, including print, video, and electronic transmission, and cooperatively establish a nationally integrated system of services. Assistive technologies such as real time interactive visual systems, in addition to more traditional technologies, will be made available through the center.

Grant Number: **H078A960007**

The Postsecondary Education Consortium

Project Director: Woodrick, William

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

University of Tennessee
College of Education
404 Andy Holt Tower
Knoxville, TN 37996-0140
Voice: (423)974-8427

Purpose: Through this project, the Postsecondary Education Consortium (PEC). a consortium of community-based postsecondary programs serving those who are deaf or hard of hearing, intends to broaden its scope and include two strategies of outreach and technical assistance: program enhancement, which will acquire new information and services; and system enhancement, to reduce barriers to postsecondary education access and accommodation for individuals.

Method: Ten affiliate postsecondary education institutions will be expanded to 14 to involve every state and the Virgin Islands. PEC will also implement a system enhancement model to interact with the program enhancement model to promote capacity-building, technical assistance and outreach, and cross-regional coordination and collaboration.

Products: The expected impact of the project includes: increased access to postsecondary education with appropriate accommodations for students who are deaf or hard of hearing; increased resources for professionals and other stakeholders who work with these students through local, state, regional, and national professional development activities; and increased collaboration and networking among groups.

***Grant Number:* H078A960008**

Western Region Outreach Center and Consortia

Project Director: Larson, Herbert

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

California State University - Northridge
1811 Nordhoff Street
Northridge, CA 91330-8232
Voice: (818)677-2611

Purpose: The proposed Western Region Outreach Center and Consortia (WROCC) will provide technical assistance to postsecondary institutions currently serving students who are deaf or hard of hearing and to institutions who may at some time serve this population.

Method: The WROCC will establish a cooperative network among postsecondary institutions in the Western Region to address the outreach and technical assistance needs of postsecondary institutions serving deaf or hard-of-hearing individuals who wish to further their postsecondary education. It will develop and acquire training materials and provide consultation and training to personnel in those institutions and establish a resource base for information and referral.

Products: The project intends to provide outreach and technical assistance for the development and implementation of model postsecondary education programs for students who are deaf or hard of hearing. Human resources will be developed for policy makers, service providers, and consumers through regional and national conferences. The networks established by the program will allow for improved access and more effective accommodation in postsecondary educational programs and a seamless transition from secondary settings to postsecondary settings. Finally, it will give postsecondary program graduates marketable job skills for transition to the workplace.

(84.078C)
Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education for Individuals with Disabilities

Grant Number: **H078C960005**

Data-Based Decision-Making to Improve the Post-Secondary Education of Students with Disabilities: The Case of Pharmacological Intervention for Students with ADHD

Project Director: Schaughnecy, Elizabeth

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Grand Valley State University
Department of Psychology
1 Campus Drive
Allendale, MI 49401
Voice: (616)895-2738

Purpose: The proposed project will develop, implement, evaluate, and disseminate a model for using a data-based approach for choosing and evaluating accommodations for students with disabilities, focusing on postsecondary students with Attention Deficit Disorders.

Method: The proposed approach involves postsecondary institutions (such as offices of student disabilities services that work with students with disabilities, individual faculty, and other relevant university and community service providers) to develop and evaluate an individualized plan of accommodations to meet the educations needs of each student. The proposed model provides students with the skills necessary for self-determination in their plan of accommodation. It increases the capacity of postsecondary institutions to effectively meet the educational needs of postsecondary students with disabilities by providing faculty with both general training and student-specific technical assistance.

Products: Outcomes will include: 1) staff and student development, training materials, and activities; 2) a collaborative consultation model for developing and evaluating individualized accommodations plans; and 3) a systematic approach for the replication and dissemination of the model.

Grant Number: **H078C960008**

Focusing on the Point of Transition: A Service Integration Model

Project Director: Pumpian, Ian

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

San Diego State University
525 Campanile Drive
San Diego, CA 92182
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Purpose: The project, over its three-year course, anticipates directly improving transition services, supports, and outcomes for over 120 severely disabled secondary and postsecondary individuals in San Diego and San Francisco. It promotes a new way of organizing and funding services at school and post-school agencies to cut across traditional boundaries in order to improve their employment and social opportunities.

Method: The project will establish a unified service delivery model in San Francisco and San Diego, incorporating components and practices, integrating expertise and resources in schools, homes, and regional disabilities centers, and restructuring existing programs. Individuals with severe disabilities will be transitioned into integrated community jobs and given postsecondary, community-living, and recreation activities and opportunities during their last year in public school. A diversified network of agencies will be established to provide transition services for these opportunities. Technical assistance will be provided to replicate this service integration model within the four demonstration sites throughout California participating in a statewide program.

Products: Transition services and outcomes are expected to improve for over 120 individuals with severe disabilities in the two cities. The Exceptional Family Resource Center and its network will support families of these individuals. Another 100 transitioning individuals will be helped through outreach activities. It is anticipated that the proposed Point of Transition Service Integration Project will result in a fundamental change in the organization and delivery of transition services for individuals with severe disabilities in ways that will be relevant throughout the state.

Grant Number: **H078C960015**

Aiming for the Future - Accessing and Succeeding in Postsecondary Education

Project Director: Lehman, Jean

Beginning Date: Nov 1, 1996
Ending Date: Oct 31, 1999

Colorado State University
School of Education
Sponsored Programs
Ft. Collins, CO 80523
Voice: (970)491-5169

Purpose: This project intends to improve current knowledge about and practices for students with disabilities for accessing and succeeding in postsecondary educational options. Benefits will include new beliefs, behaviors, and outcomes regarding choices for individuals with disabilities.

Method: Twenty-five students with disabilities in secondary schools, Aims Community College, Colorado State University, and the University of Colorado, will be targeted to participate in postsecondary education, receiving tuition assistance, remediation, career guidance and counseling, transition planning, and customized academic assistance. Faculty members at the secondary, college, and university levels, service providers and student services will receive training, guidance, and assistance in supporting these students.

Products: The project has set five goals: 1) to identify and systematically eliminate barriers to post-secondary education and training; 2) to improve student potential for having successful post-secondary experiences; 3) to accommodate and modify instructional strategies and classroom environments to promote improved participation and performance of students with disabilities; 4) to strengthen connections and pathways leading to post-secondary education and employment; and 5) to administer and evaluate the project and disseminate findings effectively.

***Grant Number:* H078C960017**

Project ADVANCE: A Model for Enhanced Postsecondary Education Opportunities for MS Students with Disabilities

Project Director: Siders, Jane

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Southern Mississippi
Institute for Disability Studies
Southern Station Box 5163
Hattiesburg, MS 39406
Voice: (601)266-5163

Purpose: Project ADVANCE aims to recruit and retain students with disabilities in secondary schools and at USM, with an emphasis on minority (African-and Native- American) students and to prepare those undergraduate students for placement in the job market or advance graduate studies. It seeks to create partnerships within and beyond the campus and ultimately to develop a comprehensive student support system that is sustained for the long term.

Method: The first stage of the project is enhancement of student enrollment and university resources through the development of an outreach program within the university's Office of Orientation and Recruitment. The next phase is enabling academic and psychosocial integration through an individualized system of support services for students with diverse disabilities and learning styles. Preparation for career development will then be coordinated within the university through career counseling and through outreach and information efforts aimed at employers.

Products: Project ACCESS has seven goals: 1) enhancement of recruitment and enrollment at USM of students with disabilities; 2) enhancement of university resources for accommodating students with diverse learning styles; 3) development and implementation of individualized student support services; 4) enhancement of career development preparation of students and awareness and sensitization of employers in the community; 5) assessment of project activities for evaluation and dissemination; 6) institutionalization of Project ADVANCE at USM and possible replication at other institutions of higher learning; and 7) dissemination of project information.

Grant Number: **H078C960026**

Project A.C.C.E.S.S. - The Alliance of Cooperating Colleges and Employers for Student Success

Project Director: Moriarty, Mary

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Springfield Community College
Enrollment Management Division
Armory Square
Springfield, MA 01105R *Voice:* (413)781-7822

Purpose: The project is aimed at disabled college students and the regional college and employment communities to develop a regional demonstration model combining awareness within academic institutions and by employers to focus on job placement of disabled students from all postsecondary institutions in a metropolitan area of 500,000 people.

Method: The ACCESS project borrows methods from the student-based staff development model to help educators learn to use cooperation with staff and students to prevent at-risk students from "falling through the cracks." A community support directory will be compiled and college faculty will meet for training and to promote resource sharing and networking. The project will test the methods on a range of postsecondary institutions and will provide participating colleges with workshops to develop resources for acquiring adaptive technology. A multi-campus employer, rehabilitation agency, and public employment agency consortium will be developed.

Products: Through the development and evaluation of the modeled approach to employment support services for disabled persons, and through skills- building seminars and employer awareness programs, the project intends to establish a regional self-sustaining support mechanism for the target population. The job search efforts of disabled college students are expected to improve through an increased awareness of their employability by college personnel. Through career development seminars, the project is expected to increase the metacognitive skills of disabled students, including self-advocacy and interpersonal skills. Project materials will be disseminated as a resource for agency staff, academic personnel, and employers.

Grant Number: **H078C960027**

Postsecondary Education Programs for Individuals with Disabilities: Student Technology Enhancement Program

Project Director: Wolfe, Gerri

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Auburn University - Montgomery
Center for Special Services
7300 University Dr.
Montgomery, AL 36117
Voice: (334)244-3468
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Purpose: The Student Technology Enhancement Program (STEP) aims to assist students in planning the transition to higher education settings, to assist higher education students in planning the transition to employment, and to assist all transition efforts by providing access to state-of-the-art computer technology. Students receive tutorial support, computer training, career exploration activities, job readiness classes, study skills for college survival, and advocacy skills training to assist in their transition to higher education or employment.

Method: The program enrolls high school and college students with disabilities from across the Montgomery tri-county area (Montgomery, Autauga, and Elmore). STEP is composed of two tracks: the Professionals and the Scholars. The Professionals, which include college-level students, participate in vocational assessment and exploration, utilize computer technology and the Internet, improve self-advocacy skills, learn accommodations and disability laws, develop interpersonal skills, and participate in paid career preparation experiences. The Scholars component includes high-school students with disabilities, who experience firsthand the postsecondary environment through a school- year tutorial and summer residential component while emphasizing computer technology. The Scholars component aims to improve computer operation and Internet skills, increase knowledge of higher education opportunities, receive tutorial suppport, develop self-advocacy skills, participate in vocational exploration, practice using accommodations, and develop college survival skills.

Products: Project results will be disseminated via journal articles and conference presentations.

Grant Number: **H078C960034**

Diverse Learning Styles Project

Project Director: Sorenson, Tanya M.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Columbia Basin College
Student Development Services
2600 North 20th Avenue
Pasco, WA 99301
Voice: (509)547-0511

Purpose: The project proposes to implement the accommodation of diverse learning styles so that individuals with disabilities will better understand their own unique learning styles and learn how to use compensating strategies to more successfully complete their courses. Through the project, faculty and students will learn innovative ways to present materials to benefit all students, but especially students with disabilities. The modified curriculum and instructional materials can show other individuals and institutions how to address diverse learning styles.

Method: The project staff will develop a Diverse Learning Styles team of instructors across the college curriculum and will also include peer training and mentoring. The project director will coordinate learning styles screening, assessment, interpretation, and consultations for all students in project courses and conduct workshops on diverse learning styles. An advisory committee from regional secondary special education programs will provide input and guidance. By utilizing cooperation, participation, and teamwork within various student services, at the college and at local high schools and universities, the project will increase opportunities for academic success for students with disabilities.

Products: The project intends to accomplish the following: to increase the use of new strategies and applications for accommodating diverse learning styles in eight courses; to increase by 20 percent the number of students with disabilities who complete project courses with a 2.0 gpa or better; to continue and expand the use of strategies and approaches for accommodating diverse learning styles; and to provide for 95 percent of students with disabilities who complete project courses and workshops to demonstrate an increased self-awareness of their individual learning styles and strategies for accommodation.

Grant Number: **H078C960046**

Learning in the Workplace

Project Director: McCue, Michael

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Center for Applied Neuropsychology
100 First Avenue, Suite 900
Pittsburgh, PA 15222
Voice: (412)391-4590

Purpose: The purpose of the project is to develop, implement, evaluate, and disseminate effective methods to improve student potential for successful postsecondary experiences, to provide accommodations and modifications for cognitive and physical disabilities which may result in diverse learning styles and other special needs in a range of academic environments, and to transfer student accommodations to employment settings.

Method: The project will conduct outreach programs and offer free technical assistance to secondary students with disabilities, their families, and teachers. It will conduct case-based training programs and provide free technical assistance to faculty members and employers to promote the recognition of diverse learning styles and the development and transition of effective accommodations for individuals with disabilities. It will develop a cooperative education program for 50 postsecondary students with a variety of severe disabilities, at least 20 percent of whom are minorities. The project will also develop a means of evaluating the programs above and will produce and disseminate information in various media.

Products: The job readiness and employability of students with disabilities participating in the program should improve. Faculty and staff attending the training should be more able to accommodate diverse learning styles in the classroom and employers and supervisors more willing to hire individuals with disabilities. Outreach activities will allow more secondary students with disabilities to move to postsecondary training programs. Special Student Services staff in local postsecondary institutions should be able to sustain the co-op program for students.

Grant Number: **H078C960047**

DO-IT/CO-OP Will Increase the Number of People with Disabilities in Gainful Employment

Project Director: Burgstahler, Sheryl

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1999

University of Washington
4545 15th Ave NE, Room 206
Seattle, WA 98105-4527
Voice: (206)543-0622

Purpose: To increase the opportunities of college students with disabilities to gain work experiences and skills that will help them meet their ultimate goals of full-time employment in science, mathematics, and engineering careers.

Method: DO-IT/CO-OP will recruit college students with disabilities, facilitate the acquisition of adaptive technology and Internet connections to support their academic and employment pursuits, help them to develop self-advocacy and job-search strategies, and facilitate their access to professional role models and internships. The project will also provide disability awareness training for cooperative education and career services staff; educate employers about the basic requirements of the Americans with Disabilities Act and the capabilities and needs of disabled workers; and disseminate program information to professional organizations, conferences, and publications. Over 3 years, the project expects to serve approximately 60 students with disabilities, 200 staff from cooperative education and career services organizations, and 100 potential employers.

Products: This project will bring about increased knowledge and understanding of students with disabilities, professionals who advise them, and employers about the legal rights of disabled workers and their capabilities, career choices, and accommodations. This will ultimately result in decreased unemployment and underemployment rates of individuals with disabilities.

Grant Number: **H078C960059**

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education for Individuals with Disabilities

Project Director: Burland, Catherine

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

City University of New York
Laguardia Community College
79 Fifth Avenue
New York, NY 10003
Voice: (718)482-5324

Purpose: The project proposes to develop two model programs, one of Supplemental Instruction for Deaf Students, modeled after a tutorial support program designed for hearing students, and the second, a program of Job Placement services for Deaf students in a mainstream environment. Postsecondary deaf students in a mainstream educational environment will be served by having their educational experiences improved and their employment opportunities expanded.

Method: The supplemental instruction (SI) program will modify for Deaf students a highly acclaimed tutoring program in LaGuardia. The SI program focuses on high-risk courses rather than high-risk students and is intended to remove several stumbling blocks for Deaf students posed by particular courses which hold them back from successful college careers. The project will document what transpires during the tutoring sessions, eventually publishing and disseminating the results. In the job placement program, a mainstream Job Placement Office will be modified to meet the job development needs of Deaf students by making the office physically accessible and educating personnel to deafness- related issues. From this program, a model program for Deaf students will develop, incorporating a bi-cultural perspective and will offer workshops to students and employers.

Products: The program is intended to increase the academic success of postsecondary Deaf students and hopes to make a significant impact in the delivery of academic support services to Deaf students in a mainstream environment. On a larger scale, the program intends to become a national model of SI instruction targeted for Deaf students by means of improving Deaf students' ability to cognitively and linguistically process information.

Grant Number: **H078C960074**

Students with Disabilities in Postsecondary Education

Project Director: Lichtensetin, Stephen

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of New Hampshire - Durham
Office of Sponsored Research
107 Service Bldg., UNH
Durham, NH 03824-3585
Voice: (603)862-2000

Purpose: To develop, implement, evaluate, and disseminate new, improved, and sustainable approaches for recruiting and supporting individuals with disabilities in New Hampshire's postsecondary education and beyond.

Method: The project will form a consortium consisting of the Institute on Disability:UAP at the University of New Hampshire, Talent Search and Upward Bound (at the University of New Hampshire and Keene State College). the New Hampshire Developmental Disabilities Council (representing consumers). the Task Force for the Improvement of Secondary Special Education (representing high schools). the NH Postsecondary Technical College System (representing two-year colleges). and the New Hampshire College & University Council (representing four-year institutions). Four postsecondary educational institutions will be selected as model demonstration sites to receive training, technical assistance, and other supports. A multi-component model will be developed and implemented within each demonstration site, emphasizing specific strategies that increase outreach and access, retention, graduation, and transfer of accommodations to employment sites for individuals with disabilities. The demonstration sites will receive technical assistance and support through the Institute on Disability:UAP at the University of New Hampshire and a cadre of experts. The project will serve approximately 250 individuals with disabilities and over 200 faculty, staff, and support personnel through direct consultation and inservice training opportunities.

Products: Four model demonstration projects will be established to: (1) improve the guidance and transition process from high school to postsecondary education for students with a variety of disabilities; (2) increase enrollment by students with disabilities in the model demonstration sites by 20 percent; (3) establish a diverse array of social and academic supports, with a focus on peer and adult mentorships and technical support to postsecondary faculty; (4) increase the graduation/completion rate of students with disabilities to equal that of students without disabilities within each model demonstration postsecondary education program; and (5) achieve a job placement rate for students with disabilities following graduation/completion from postsecondary education equal to that of students without disabilities.

Grant Number: **H078C960077**

Project ACCESS: To Improve the Potential for Qualified Students with Disabilities to Successfully Transition from High School to Howard Community College

Project Director: Marks, Janice

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Howard Community College
Student Academic Support Services
10901 Little Patuxent Parkway
Columbia, MD 21044
Voice: (410)992-4822

Purpose: To improve the potential for qualified students with disabilities to successfully complete high school prepared for college and successfully transition to a college of their choice, and to increase the first-year retention rate of Project Access students entering Howard Community College.

Method: A four-week intensive college prep summer institute will be conducted for culturally diverse high school students with disabilities in order to provide necessary academic and social skills and to expose them to college life and available campus services. It will also provide continued transition counseling and peer mentoring/tutoring services to these students. In addition, the project will serve all new freshmen with disabilities enrolled in the college by providing additional assessment for better determination of accommodations, mentoring and tutoring. Training will also be given to the high school special education counselors and teachers on skills for successful transition, available services, and effective accommodation skills for college.

Products: The project seeks to increase the percentage of Howard County high school students with disabilities enrolling in postsecondary education by 15% over the three-year period. Grades of at least 80% of the high school participants are expected to be a "C" or better. The project also intends to increase the retention rate of Howard County Community College freshmen with disabilities from fall to spring semesters from 60% to 75%.

Grant Number: **H078C960085**

Bridges to Education Opportunities and Career Advancement

Project Director: St. Peter, Susan

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Wayne State University
Developmental Disabilities Institute
326 Justice Bldg.
6001 Cass Ave.
Detroit, MI 48202
Voice: (313)577-0333
E-mail: S_St_Peter@wayne.edu

Purpose: The goal of this project is to promote educational equity for individuals who have disabilities and are likely to experience multiple forms of discrimination. The project develops collaborative partnerships across Wayne State University's campus and the Detroit metropolitan community to provide bridges to educational opportunities and career advancement for women and girls with chronic health problems, disabling conditions, or other characteristics that result in discrimination and career obstacles.

Method: The project involves collaboration among the Developmental Disabilities Institute of Wayne State University (WSU), Detroit Radio Information Service, Handicapper Educational Services, Women's & Minorities Resource Centers, and the Re-Entry to Education Center. Project activities include: maintaining an Equity Advisory Committee including at least 51% individuals with disabilities and their family members and representing interested parties who can facilitate linkages for fostering enhanced gender equity policies and procedures; identifying and building on current recruitment and retention strategies at WSU; collaborating with WSU's Assistant Vice President for Equal Opportunity and other university administrators to enrich access and opportunities for individuals who have disabilities; working with Detroit Public Schools personnel to support secondary students with disabilities to complete high school and go on to postsecondary education and careers; recruiting through community outreach, meetings at community centers, etc.; providing peer counseling and mentoring to enhance self-concepts, educational experiences and expectations, and career opportunities; obtaining or developing a database to help students and community members locate information regarding critical needs such as child- care, housing, transportation, financial aid, employment, etc.; and developig and broadcasting informational audiotapes such as interviews, extension courses, and workshops.

Products: The project will result in a database of local educational and career advancement resources, training of peer mentors, production of broadcast-quality audiotapes, and publication of a newsletter.

***Grant Number:* H078C970003**

A Systematic Model for Curriculum-Based Assessment and Intervention for Postsecondary Students with Mild Disabilities

Project Director: Minskoff, Esther

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

James Madison University
Special Education Program
School of Education
Harrisonburg, VA 22807
Voice: (540)568-6193

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a systematic model for curriculum-based assessment and intervention for postsecondary students with learning disabilities and ADHD.

Method: The project will develop a model to include screening, standardized assessment, curriculum-based assessment, and individual intervention planning that emphasizes remediation of academic deficits identified through the assessment process, and compensation through accommodations and modifications. The model proposes to evaluate implementation using different service delivery models, and will incorporate the transition from a specially trained group of service providers to service providers traditionally found in the college/university structure.

Products: Postsecondary institutions are attempting to meet the needs of students with disabilities by applying models used at the elementary and secondary levels which have limited applicability to the unique needs of older students. This project will develop and implement a model based on these unique needs and it will disseminate the model and the evaluation findings through a conference.

Grant Number: **H078C970010**

Postsecondary Resource Exchange Partnership

Project Director: Glantz, Larry

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Southern Maine
Muskie School of Public Service
PO Box 9300
Portland, ME 04101-9300
Voice: (207)780-4430

Purpose: This project is built around three approaches intended to fix the academic and vocational support system for students with disabilities.

Method: Using the existing cross-institutional collaborative management model in the Greater Portland area, equity will be built in support resources and services across the five participating postsecondary schools. The project will expand key supports for work-based learning and other employment experiences during postsecondary education. It will develop better early-intervention strategies to reach students and educators early, allowing for better understanding of the resources and procedures for stakeholders.

Products: Strong existing linkages will enable quick dissemination of findings and products, and rapid infusion and implementation of products and best practices at the state, regional, and national levels. The collaborative entity that the project employs will use the project's products for many years to provide better academic and work supports for students with disabilities at the postsecondary level.

Grant Number: **H078C970018**

Project ID: PAS

Project Director: Pusch, Burton

Beginning Date: Sep 15, 1997
Ending Date: Sep 14, 2000

University of Arkansas - Little Rock
STEPS Program
2801 South University
Little Rock, AR 72204
Voice: (501)569-3231

Purpose: Project ID:PAS offers a comprehensive approach to improve the potential for successful postsecondary experiences, accommodation of diverse learning styles in academic settings, and the transfer of student accommodations in the postsecondary setting to the employment setting.

Method: Program activities focus on the development of strategies to assist Upward Bound and Talent Search staff, faculty, and students to successfully chart a course through the postsecondary experience and into the world of work. Students will be encouraged to enroll in the Upward Bound and Talent Search programs, training will be provided to staff, a team approach to accommodating students with diverse learning styles will be developed, and students will be assisted in transferring accommodations from school to work.

Products: The project will help students effectively speak for themselves; identify their own accommodation needs; create plans of actions; place into motion the services, behaviors, or activities required to meet their needs; evaluate the success of their plans; and modify those plans as needed. Students will gain self-knowledge, self-understanding, and communications strategies through the experiential components of the project.

Grant Number: **H078C970021**

Project IMPACT: Integrated Multi-Perspective Access to Campus Technology

Project Director: Smith, Roger

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Wisconsin - Madison
Graduate School
P.O. Box 340
Milwaukee, WI 53201
Voice: (414)229-5624

Purpose: This project proposes several strategies to recruit, retain, graduate, and place university students with disabilities by means of the effective integration of assistive technology into the postsecondary education setting. The project will implement targeted strategies in an urban mid-sized university, recording which ones are most effective.

Method: The project will utilize campus support systems and academic programs related to students with disabilities. Students trained with assistive technology will provide direct one-on-one support to other students with disabilities alongside campus services staff. The assistive technology lab will serve as a resource for students with disabilities and others who want to obtain hands-on assistive technology experience and expert consultation. The lab serves also to move trained students into their peer environments where they will help acquire and set up assistive technology needed for use in lecture halls, laboratories, libraries, and other campus environments.

Products: The mutual increase of educational and assistive technology has great potential to effect the postsecondary educational success of students with disabilities, if those technologies are applied collaboratively, deliberately, and cost effectively. Through its integration of multi-perspective access to campus technology, Project IMPACT expects to accomplish this goal. The project will make information available campus-wide, state-wide, and nationally through a diverse set of mechanisms.

Grant Number: **H078C970029**

Access to Work through Services

Project Director: Aune, Betty

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Minnesota
Disability Services
12 Johnston Hall
101 Pleasant Avenue, SE
Minneapolis, MN 55455
Voice: (612)624-6884

Purpose: This project intends to develop, evaluate, and disseminate a model in which service-learning is used to enhance educational and career opportunities for students with disabilities.

Method: Students with disabilities will be recruited to enroll in service-learning courses and will be offered advice on workplace accommodations, the Americans with Disabilities Act, and disclosure options. They may choose to become a trainer as their service-learning option. Student trainers will assist project staff in providing training and technical assistance for faculty who have service-learning components in their classes and for public and nonprofit employers that serve as service- learning sites. A pool of adaptive equipment will be available for student participants.

Products: As a result of this project, students should gain experience in using workplace accommodations and employers should be more effective in accommodating employees with disabilities; faculty can learn skills in adapting to diverse learning styles and service-learning staff can be better prepared to work with disabled students. Dissemination efforts will include a guidebook, a multimedia tutorial on the Internet, and a statewide conference.

Grant Number: **H078C970030**

Transition Resources and Career Services for Students with Disabilities

Project Director: Strache, Fred

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

California State University - Northridge
University Corporation
18111 Nordhoff Street
Northridge, CA 91330-8232
Voice: (818)677-2611

Purpose: This collaborative project proposes to design, implement, evaluate, and disseminate a program for high school, community college, and university students with disabilities that will provide effective exposure to postsecondary opportunities and work experiences.

Method: The project will provide career awareness and development activities to facilitate transition to higher education and employment for students with disabilities. It will develop networks and partnerships among employers in the community and service providers at the secondary and postsecondary levels to increase educational and employment options for the students. The project will also conduct career-related workshops, career fairs, and panels for students; establish a peer network; provide work experience opportunities; and establish a network of teachers, counselors, and other service providers and conduct training seminars for these professionals.

Products: The project will publish a tip book on general disability and career issues, establish an employer accommodation network, and disseminate project information through a clearinghouse and through presentations at conferences. Through this project, students with disabilities will learn more about their educational and employment opportunities, methods for conducting job searches, and skills for communicating effectively with potential employers. Secondary and postsecondary faculty, staff, and off-campus service providers will be able to better inform students of their educational opportunities and to assist them in career planning and in discovering work experiences.

Grant Number: **H078C970035**

Learning for a Lifetime Project: Postsecondary Technical Training Options for Students with Disabilities

Project Director: Flannery, Brigid

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Oregon
Specialized Training Program
Eugene, OR 97403-5219
Voice: (541)346-2496

Purpose: The purpose of the Learning for a Lifetime Project is to provide students with disabilities, their teachers, and their parents with information and support to access and be successful in a wide variety of technical training options and to collaborate with postsecondary administrators and faculty to accomplish this purpose.

Method: The project intends to increase the capacity of two community colleges to ensure that students with disabilities successfully enroll and participate in occupational skills/professional skills programs. It will develop three transition guides to postsecondary education and training and it will train secondary teachers, college Disability Services staff, and counselors in six community college regions to facilitate person-centered planning tools to use with students to plan for and implement postsecondary training options.

Products: Information from the project on programs, processes, and materials will be disseminated to students, families, teachers, and community college personnel throughout Oregon so that these stakeholders can learn about the variety of options available in college for students with disabilities. Programs exist, but are not widely known about, that can prepare students with disabilities so that they have the skills and credentials to be successful in the emerging job market and so that they develop the ability to earn wages that will enable them to be self supporting.

***Grant Number:* H078C970036**

Involving Self-Determined Students with Disabilities in Postsecondary Systems Change

Project Director: Flexer, Robert

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Kent State University
Educational Foundations and Special Services
Research and Graduate Studies
P.O. Box 5190
Kent, OH 44242-0001
Voice: (330)672-3833

Purpose: This project will address the problem of equipping self-determined students with disabilities with the tools and opportunity to have an impact on how education and support are delivered in postsecondary education. In conjunction with empowered students, the project will establish a collaborative framework for utilizing the expertise/experience of self-determined students.

Method: The project will recruit and train students to serve as consultants in recruitment/retention, accommodation/access, and college life disability. It will develop and implement strategies to support these activities and it will develop and disseminate training programs and materials on the model and on postsecondary systems change.

Products: This project assumes that college students with disabilities are good sources of expert consultation and access. The activities of students with disabilities help set the stage and provide the inputs and direction for institutional activity related to campus and program accessibility and resource support and service development. Participatory action research and customer-driven system change provide the framework and impetus for the activities of this project. Outcome and impact across the levels of students, programs, and external constituencies will be evaluated from policy and practice viewpoints.

***Grant Number:* H078C970040**

Postsecondary-Innovative Transition Technology Project (Post-ITT)

Project Director: Bassett, Lee

Beginning Date: Jan 1, 1998
Ending Date: Dec 30, 2000

Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
Voice: (206)285-9317

Purpose: The Postsecondary-Innovative Transition Technology Project will provide direct technology enhanced collaborative linkages among 18 postsecondary disability service coordinators, high school students with disabilities, and their transition planning teams. This collaboration combines the resources and expertise of postsecondary disability service offices, secondary transition teams, and the Division of Vocational Rehabilitation.

Method: The project will increase student awareness of postsecondary opportunities and available disability and adult support services, facilitate eligibility review for disability and adult services, develop outreach strategies to inform secondary personnel of postsecondary services, and assist potential candidates to engage in sound transition planning to enhance postsecondary education access and success. Through desktop video conferencing and a Web site, the project will promote appropriate postsecondary choice and access to students at four demonstration high schools. This approach will provide students with easily accessed postsecondary disability support services information, and with access to professionals and successful students.

Products: At the conclusion of the project, validated system features will be available for adoption by other postsecondary institutions and school districts. The project offers the promise for a statewide system to link all postsecondary institutions with the secondary system. This will help to create a seamless postsecondary transition approach for students with disabilities who seek advanced vocational training or academic preparation leading to satisfying careers.

Grant Number: **H078C970042**

Opportunity to Completion

Project Director: Zeph, Lucille A.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Maine
Center for Community Inclusion
Office of Research & Sponsored Programs
5717 Corbett Hall
Orono, ME 04469-5717
Voice: (207)581-1084

Purpose: This project details the development, implementation, evaluation, and dissemination of a theory-based model program designed to increase opportunity for and success in four-year undergraduate education for students with disabilities. The approach is based on a synthesis of theory, research, evaluation, and practice.

Method: The first project activity is a community-based outreach program consisting of information and dialogue and of empowering middle and high schools. The institutional empowerment component of the project consists of a Higher Education Living and Learning Plan advisory model, On-Line Disability Information and Support, and a collaboration with the Career Center. To enhance the campus climate for diversity, which is the final activity of the project, the Center for Community Inclusion will work with existing diversity efforts to conduct campus-wide awareness programs related to disability as diversity and will provide technical assistance to faculty in developing teaching skills for diverse groups of students with disabilities.

Products: The project is a collaborative effort within the University of Maine and with high schools, communities, and community-based projects in Maine to increase opportunities and successes for students who have various disabilities. National dissemination of the model is planned.

Grant Number: **H078C970045**

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education of Individuals with Disabilities

Project Director: Wolfe, Pamela S.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Pennsylvania State University
College of Education
110 Technology Center
University Park, PA 16802
Voice: (814)865-0596

Purpose: This project will address the continuing need for educational institutions to modify instructional strategies and classroom environments to promote greater participation of students with disabilities and improve their academic performance.

Method: The project will assess specific training needs of faculty and staff with respect to disability issues, develop and implement different training approaches, and it will evaluate each training model using multiple outcome measures such as faculty/staff satisfaction with training, knowledge about making disability accommodations, and self-efficacy in applying disability information in a variety of postsecondary environments.

Products: The project expects to develop effective faculty and staff training programs that can be duplicated at other postsecondary settings to better serve the full range of students with disabilities. It will produce procedures and training materials such as faculty and staff handbooks, videotapes, and an Internet home page with information regarding accommodations for postsecondary students with disabilities. It will also conduct a cost-benefit analysis to assess time and cost factors associated with the training approaches to determine the feasibility of replication at other postsecondary settings.

Grant Number: **H078C970057**

Center for Leadership and Career Development Education

Project Director: Newton, David

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Fitchburg State College
Academic Affairs
160 Pearl Street
Fitchburg, MA 01420
Voice: (508)665-3368

Purpose: Through this project, the Regional Center for Leadership and Career Education at Fitchburg State College will incorporate the success of postsecondary model programs into a comprehensive model of career services for students with disabilities in postsecondary education. The main focus will be to create a continuous and comprehensive network of services for a diverse group of students at all levels of postsecondary education.

Method: The main program components of the Center will include training and technical assistance to campus service providers and employers in areas such as creating partnerships, disability law, reasonable accommodation, disclosure of disability, and assistive technology. The center will promote continuity of career development throughout a student's postsecondary experience and into the workplace. Emphasis is on leadership and empowerment by involving students with disabilities at all levels of program development and in the Leadership Conference for students, and by promoting inclusion of students with disabilities in all aspects of campus life.

Products: The Center will create a web of programming for its constituents to promote and enhance career potential for students with disabilities throughout the region. With an expectation of a direct impact on 80-100 students each year, the Center can collect quantitative and qualitative data on the effectiveness of service provision and can provide a theoretical framework to determine the linkage between leadership experiences, self-empowerment, and employment success. Outcome studies will be disseminated via conferences and publications. The Center will use electronic media to develop a directory of assistive technology and accommodation resources for use by consumers, campus career and field work personnel, and employers in the region.

Grant Number: **H078C970058**

A Model Demonstration Project to Integrate Learning Style Strategies and a Minority Recruitment Plan into Programs Serving Students with Severe Disabilities

Project Director: Clark, Deborah

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Valencia Community College
Center for High-Tech Training
P.O. Box 3028
Orlando, FL 32802
Voice: (407)299-5000

Purpose: This model demonstration project is part of the Computer Programmer Training and Computer Assisted Design for High- Tech Training for Individuals with Disabilities at Valencia Community College. The Center provides training and support services that lead to high rates of completion and job placement for individuals with significant disabilities.

Method: The project will identify models for institutional change that can support higher education institutions nationally in meeting the challenges of the coming years. The center will focus on becoming a more learning-centered institution, emphasizing the results of the instructional process and the concern that the college prepare all students for their future lives and careers. Valencia will base its minority recruitment activities on its currently successful College Reach-Out recruitment and readiness model to target minority students from area high schools.

Products: Each year the project will publish and distribute reports which outline the processes used for customizing instruction based on student learning styles and for implementing minority recruitment plans. Success will be measured by project-defined outcomes and will be part of the reports that are disseminated.

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Outreach Projects: Serving Children with Severe Disabilities in General Education and Community Settings

Grant Number: **H086U960006**

Serving Students with Significant Disabilities in Regular Education and Community Settings in Urban Schools

Project Director: Brown, Lou

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Wisconsin
750 University Avenue
Madison, WI 53706
Voice: (608)262-2722

Purpose: This project will spread critically needed information relevant to serving students with significant disabilities in regular education settings to three urban school districts. At least 162 special and regular education teachers and administrators, therapeutic personnel, paraprofessionals, and parent- guardians will be organized into "building teams" at about 30 schools and trained to provide services.

Method: The building teams organized and trained by this project will help modify regular education settings, activities, objectives, performance criteria, materials, groupings, teaching techniques, and evaluation strategies so that they are more effective for students with severe disabilities. The teams will use an array of nonaversive behavior management strategies in regular education settings, enhance family involvement in schools, develop an array of social relationships between students with significant disabilities and their nondisabled schoolmates, and implement an array of instructional and technology-based services into regular education experiences.

Products: In addition to the curricular and instructional changes that this project will effect, it will produce educational products that school district personnel in other urban districts can use to serve, and to train others to serve, students with significant disabilities in regular education and other integrated community settings.

Grant Number: **H086U960008**

The Choose And Take Action Network

Project Director: Martin, James

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

University of Colorado
School of Education
Special Education Programs
1420 Austin Bluffs Parkway
P.O. BOX 7150
Colorado Springs, CO 80933-7150
Voice: (719)593-3627

Purpose: This project will develop a new self-determination curriculum and lesson package called "Choose and Take Action" that is designed for use by secondary school students with severe cognitive needs.

Method: The Choose and Take Action Network will develop and disseminate curricula and multimedia materials in four states. Project activities will be coordinated across the states and materials field tested there. Representatives and staff will assess and organize the materials and test them in workshops. The package will be replicated and more widely disseminated by means of a nationwide satellite broadcast to expose educators, parents, and administrators to its methodology and to allow them to take advantage of new opportunities to teach self-determination skills.

Products: At the conclusion of the project, the Choose and Take Action Network should have disseminated information about effective self-determination methodology and practices to over 10,000 educators and parents, affecting over 175,000 students. Materials will be published and replicated in over 20 sites in four states. The curriculum will be presented in an easily accessible format to reach as many students with severe needs and their families as possible. As a result of the project's activity, the school to adult life transition services for students with severe disabilities and their families will be improved.

Grant Number: **H086U960020**

Outreach Programs: Serving Children with Severe Disabilities in General Education and Community Settings — Inclusive Connections

Project Director: Guess, Doug

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Kansas
Dept. of Special Education
3001 Dole Building
Lawrence, KS 66045
Voice: (785)864-4954

Purpose: This project will provide quality services for all students, especially those with significant cognitive, behavioral, and multiple disabilities, by facilitating the inclusion of students with severe disabilities in their neighborhood schools and communities. It will bring processes for school reform, organizational strategies, instructional technology, and program design strategies to school districts in Kansas, Oklahoma, and Iowa to build the regional/local capacity for inclusive schooling in rural and urban regions of those states.

Method: In four school districts in Kansas, representing urban, rural, and suburban parts of the state, the project will follow students and schools longitudinally as they receive training and go through the change process. Participating districts will commit to coordinating changes in policy, service delivery, and evaluation; providing staff development time to learn new practices; developing a continuous renewal plan for maintaining the quality of service delivery after the project is over; and becoming a regional source of dissemination for successful practices.

Grant Number: **H086U960026**

Inclusion Specialist Consultant Training To Support Toddler And Preschool Age Children With Severe Disabilities In Community Based Settings

Project Director: Klein, Diane

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

California State University - Los Angeles
Division of Special Education
5151 State University Drive
Los Angeles, CA 90032-8253
Voice: (213)343-4400

Purpose: This inservice/outreach project will provide training related to exemplary practices in both Early Childhood Special Education (ECSE) inclusion and collaborative consultation.

Method: Over a three-year period the project will identify cohorts of well- qualified ECSE professionals and provide a dynamic participation model of inservice training related to the development of skills necessary to provide consultation and support for infants and young children with severe disabilities in inclusive community-based settings.

Products: The project addresses the following goals: development of an early intervention inclusion specialist consultant training model based on best practices in ECSE and collaborative consultation, as well as on research related to effective inservice training practices; implementation, evaluation, and revision of the model; replication and outreach, in the state and nationwide, via dissemination of training materials.

Grant Number: **H086U960028**

Outreach Center for Inclusive Education

Project Director: Jorgensen, Barbara

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Multnohmah Education Service District
Department of Instruction
11611 NE Ainsworth Circle
Portland, OR 97220
Voice: (503)257-1616

Purpose: The purpose of the Outreach Center for Inclusive Education is to build capacity for inclusive education across a multi-state area by providing a range of services to assist educational and other agencies in implementing exemplary practices to improve the quality of life for children with severe disabilities and their families.

Method: The project will build child-centered teams at the community level by planning and delivering on-site training, ongoing technical assistance, and follow-up at schools across Oregon, Washington, and other states. The Center's training methodology will focus on the school as the unit of change. Training will be child- and team-centered and will be delivered by a team of Center staff and practitioners who have been through the change process themselves. The training programs designed through this project will meet the needs of both teachers and students with severe disabilities and will build peer supports and connections to increase the students' friendships, social skills, independence, and confidence.

Products: The project will produce and disseminate products, materials, and plans to help communities develop, modify, and adapt curriculum, practices, and instruction at 75 replication sites in multiple states. As a result of this project and its products, schools at replication sites will be able to build interdisciplinary teams that use the expertise of parents, school staff, and students to implement inclusionary practices to support student success.

Grant Number: **H086U960031**

Special Care Outreach: Serving Children with Severe Disabilities in General Education and Community Settings

Project Director: Garland, Corrine

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Child Development Resources, Inc
P.O. Box 280
Norge, VA 23127-0280
Voice: (804)566-3300

Purpose: Special Care is an outreach project that intends to expand child care and inclusive placement options for children with severe disabilities from birth through age five and their families through the replication of a proven model of training for home-and center-based care providers.

Method: Working through local interagency councils or planning groups, Special Care Outreach builds on local systems of early intervention and early childhood special education to foster inclusive placements. At each replication site, personnel are acquainted with the training content and process so that they can train in their own communities, supported by the project's technical assistance manual.

Products: The project, whose mission is to increase inclusive child care placement options for children with severe disabilities, intends: to coordinate project activities with state agencies and organizations responsible for planning, implementing, and monitoring early intervention and early childhood education services; to replicate the training model for child care providers; and to foster linkages among providers, families, and special education services to support placement of children in inclusive care settings. Curriculum and materials will be reviewed and evaluated and disseminated nationally to agencies which train child care providers.

Grant Number: **H086U960037**

Outreach Serving Children with Severe Disabilities in General Education and Community Settings

Project Director: Fox, Wayne

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Vermont
University Affiliated Program of Vermont
340 Waterman Building
Burlington, VT 05405-0160
Voice: (802)656-4031
Fax: (802)656-1357
E-mail: wfox@zoo.uvm.edu

Purpose: The purpose of this proposed outreach project is to positively impact the quality and availability of educational opportunities for children with severe disabilities in general education classrooms by replication of a school-based systems change model.

Method: The design of the project consists of six components: a project advisory council; recruitment and selection of school sites; a leadership institute during which state teams develop support networks and plans to implement the model within their states; follow-up and technical assistance by project staff to state teams; an evaluation plan to assess the impact of project activities on educators, families, and students in each target school; and a plan to disseminate results of project activities.

Products: The objectives of this project include: establishing a national advisory council that includes family members, educators, administrators, school board members, and state policy makers; recruiting and selecting school from other states to implement the model; conducting a leadership institute where networks will be developed and the model will be implemented; providing formal follow- up and technical assistance to the state teams; evaluating the impact of the project on students, families, state departments of education, and institutions of higher learning; and dissemination of information about the project through various media.

Grant Number: **H086U960038**

Tech-Link Project

Project Director: Inge, Katherine J.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Virginia Commonwealth University
Rehabilitation Research Training Center
Box 980568
1314 N Main Street
Richmond, VA 23284-2011
Voice: (804)828-1851

Purpose: The purpose of the project is to disseminate information on successful best practices curricula and products that have proven effective in including students with severe disabilities in social, vocational, and academic settings and activities. Project Tech-Link will gather the most outstanding information that is available in the field on these transition best practices and disseminate it via the Internet to school personnel, family members, and students.

Method: The project will establish and use a consulting faculty in severe disabilities consisting of experts, parents, family members, and practitioners. It will use electronic technology (the Internet) to create a network for participants. It will conduct three courses per year for participants on transition best practices. It will establish an information and referral system for participants to obtain references and resources related to specific best practice topics in transition. After self-evaluation, the project will disseminate a replication manual and diskettes to university programs, departments of education and interested individuals describing the model.

Products: Project Tech-Link expects to have the following impact: developing extended communities of individuals to serve as resources and support in facilitating transition outcomes; dissemination of information on transition programs using the Internet; providing access to a group of experts in severe disabilities; providing a means for participants to overcome barriers to successful transition outcomes such as employment; influencing the attitudes of participants and empowering them to become involved in the implementation of best transitioning practices; and establishing continuing networks of support using the Internet and World Wide Web.

Grant Number: **H086U960046**

Assistive Technology Transition (TECHTRANS)

Project Director: Bersani, Hank

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Oregon Health Sciences University
Child Development & Rehabilitation Center
P.O. BOX 574
3181 SW Sam Jackson Park Road
Portland, OR 97207-0574
Voice: (503)494-7784

Purpose: The purpose of the TechTrans Project is to identify barriers and gaps in transition from student to adult life with students who use assistive technology and to implement models, exemplary practices, and products that can be used to overcome these barriers in academic and social settings and activities.

Method: The project seeks to identify assistive technology components of transition models at the state and local school levels. It will organize the Oregon Assistive Technology Transition Summit. It will document consumers' experience with assistive technology transition and develop the TechTrans model, implement it at selected sites throughout Oregon, evaluate it, and disseminate it.

Products: Through the project, a new and critically needed implementation model for educators and consumers will be designed employing the fields of assistive technology and transition planning. The model will be used to train users so that students with severe disabilities will be able to move from a supportive school setting to a knowledgeable adult provider system that can support and maintain assistive technology to gain independence, freedom of communication, and productive lives.

Grant Number: **H086U960054**

Developmental Therapy-Developmental Teaching: An Outreach Project for Children and Youth with Severe Disabilities

Project Director: Wood, Mary

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Georgia
Developmental Therapy Program
College of Family & Consumer Science
Dawson Hall
Athens, GA 30602
Voice: (706)369-5689

Purpose: This project proposes to assist educational and other agencies in implementing a proven educational model to improve services for children and youth with severe social, emotional, and behavioral disabilities (SE/BD) in inclusive, general educational and social/community settings.

Method: To assist the targeted agencies in implementing the Developmental Therapy-Developmental Teaching model, outreach services will be provided to states, local agencies, selected audiences, and individuals. Personnel will be trained to serve the children in a least restrictive environment.

Products: The goals of this project are: to increase the understanding of educators and families of children and youth with SE/BD in early intervention, preschool, and general elementary school programs about exemplary teaching and behavior management practices for facilitating social-emotional competence; to increase the skills of educators in selecting, implementing, and demonstrating exemplary practices based on their increased understanding; to facilitate the effectiveness of state and local education agencies in implementing quality adoption sites and programs with personnel skilled in demonstrating practices which enhance teaching-learning environments; to assist agencies for early intervention and educational agencies across the state and across the country by providing technical assistance, information dissemination, and personnel development to coordinate and replicate components of the model.

(84.086V)

Institute on Implementing Inclusive Education for Children with Severe Disabilities

Grant Number: **H086V940007**

Consortium on Inclusive Schooling Practices

Project Director: Salisbury, Christine

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

Allegheny-Singer Research Institute
Office of Resource Development
320 E. North Avenue
Pittsburgh, PA 1 5212
Voice: (412)359-1523

Purpose: To initiate a collaborative effort among the Allegheny Singer Research Institute, the University of Montana, San Diego State University, and the National Association of State Boards of Education to build the capacity of state and local education agencies to provide inclusive educational services.

Method: The collaborative capacity building process will involve various components, including a National Advisory Board, recruitment and selection of states and LEAs, development of action plans based upon assessed needs, and a plan to translate and disseminate findings into implementable policies and practices at the state, district, building, and classroom level. This project will focus on systemic reform rather than changes in special education programs only. Staff will develop a transactional, feedback loop between State Boards of Education and participating LEAs in their state that will provide a bi-directional flow of insights and information producing solutions to implementation issues. Within each LEA, staff will work with schools that naturally feed students from elementary to middle to high school settings. Staff will then design and deliver a variety of training and technical support activities for SEA and LEA participants. The Consortium will identify representative stakeholders from all levels to comprise inclusive schooling planning teams. These teams will identify issues, develop and implement action plans, evaluate outcomes of efforts, and revise subsequent action plans.

Products: Consortium training and technical assistance activities will enhance the quality of education and related services provided to students with significant disabilities directly served by participating districts, as well as those who are served through dissemination, replication and conference activities. Parents will also benefit through conference presentations, materials dissemination, and collaboration with PEAK and other parent affiliate groups.

(84.158D)

Model Demonstration Projects to Identify and Develop Alternatives for Youth with Disabilities Who Have Dropped Out of School or Are At-Risk of Dropping Out of School

Grant Number: **H158D950012**

Secondary Education and Transitional Services for Youth with Disabilities Program

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Project Director: Razeghi, Jane

Beginning Date: Jul 1, 1995
Ending Date: Jan 15, 1999

George Mason University
Center for Human Disabilities
4400 University Drive
Fairfax, VA 220 30-4444
Voice: (703)993-2055

Purpose: This project represents a collaborative effort between the Fairfax County Public School and George Mason University to develop, implement, evaluate, and disseminate new and improved components and strategies to recruit, train, and place youth with learning disabilities and/or serious emotional disturbances who are at-risk for dropping out of school.

Method: A Transition Support Resource Center (TSRC) will be organized to create conditions research has found to be essential for resiliency among delinquent youth, namely success experiences and positive relationships with one or more adults. The TSRC will provide students with individualized instruction and support services during their "transition" period as they prepare to work toward graduation from high school, completion of General Equivalency Diplomas, and/or preparation for and placement in employment and community living. Students and their families will also receive counseling, social skills training, career exploration, goal setting assistance, parenting skills development, and guidance and selecting subsequent placements. Each student will have an Individual Transition Contract (ITC) and a schedule for completing it. It is anticipated that students will receive services until they achieve a successful transition either back to their base school, an alternative placement, and/or employment in the community or another appropriate setting. After achieving this successful transition, they will be monitored throughout the following year. Each project strategy will be evaluated to determine their effectiveness in preparing students for at training their individual goals.

Products: It is expected that students will experience improvements on three levels: 1) self-perception and self-confidence; 2) skills and knowledge; and 3) future educational and occupational opportunities. Information on effective practices in this project will be developed into a replication packet and disseminated to other local school divisions in Virginia, to professional and advocacy organizations, and to relevant state and federal offices.

Grant Number: **H158D950022**

The Trails Project: Transition: Responsible Actions for Independent Living Success

Project Director: Kaiser, Denise

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1999

Ohio Valley Educational Cooperative
100 Alpine Dr.
Shelbyville, KY 40065
Voice: (502)647-3533
Fax: (502)647-3581

Purpose: To identify and develop alternatives for youth with disabilities who have dropped out of school or are at risk of dropping out of school.

Method: The TRAILS project will utilize a newly developed functional curriculum for students with mild disabilities, known as "Life Management, " as the primary strategy for helping students make successful transitions to post-secondary settings. The Life Management curriculum will be tested in a variety of settings (regular school, alternative school, summer school and night school) to determine its impact on student outcomes. Implementation of the curriculum will involve the following strategies: (1) a strong partnership with businesses to involve students in site visits, job shadowing, and mentoring; (2) an emphasis on self-advocacy in the student's transition planning conference and other settings; (3) follow-up of course/high school graduates through support groups and monitoring visits at their homes and workplaces; and (4) implementation at sites which are seeking to transform the high school learning environment through strategies such as individual graduation plans, technology, authentic assessment, reorganization of scheduling, advisor/advisee programs, integrated academic portfolios, and proactive learning.

Products: TRAILS has the following objectives: (1) to increase the percentage of students earning high school diplomas or GEDs; (2) to increase the number of alternative program options; (3) to increase the frequency of student participation in transition planning conferences; (4) to increase percentages of students who achieve their educational and transitional goals and objectives; and (5) to increase the percentage of students who successfully make the transition into community living by maintaining employment, enrolling in a 2-or 4-year postsecondary educational program, entering the military, or entering other training programs.

(84.158J)

Research Institute on Secondary Education Services for Children and Youth with Disabilities

Grant Number: **H158J970001**

Research Institute on Secondary Education Services for Children and Youth with Disabilities

Project Director: Phelps, Allen

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

University of Wisconsin System
Wisconsin Center for Education Research
750 University Avenue
Madison, WI 53706
Voice: (608)263-2714

Purpose: The institute designed by this project will plan and conduct a five-year strategic program of research and dissemination to generate information on effective strategies for improving learning opportunities and results for the full range of students with disabilities in secondary school settings.

Method: Using a framework from a longitudinal study of successful school restructuring, five action research programs will be undertaken with teams of teacher-researchers in significantly restructured secondary schools where youth with disabilities are being served in regular or special classes. Field studies in urban, suburban, and rural action research schools will examine the effects of assessment on the design and delivery of integrated instruction and support strategies, parental and student engagement in standards-based initiatives, and career exploration and planning processes which produce high levels of achievement and postschool outcomes.

Products: Research synthesis papers, best practice briefs, and a Design Forum will be completed in the first year of the project to focus and prioritize the five research programs. A national network of dissemination and outreach partner organizations will assist in making the results of the studies widely available to parents, teachers, administrators, and policymakers.

(84.158Q)
Multi-District Outreach Projects for Services for Youth with Disabilities

Grant Number: **H158Q950015**

School-Based Supported Employment Maximizing Community and Workplace Supports

Project Director: Valenti, Debbie

Beginning Date: Jul 1, 1995
Ending Date: Dec 31, 1999

Virginia Commonwealth University
School of Education
Rehabilitation Research Training Center
Box 980568
Richmond, VA 23298-0568
Voice: (804)828-6772

Purpose: To assist local education agencies nationwide to adopt, implement, and evaluate a proven service delivery model designed to provide supported employment job placement and support services to adolescents with significant disabilities.

Method: The supported employment model to be replicated builds on earlier supported employment approaches and emphasizes (a) student control in the choice of their careers as well as the amount and type of support they wish to receive and (b) maximum use of employer, coworker, community and family (i.e. "natural" supports). To facilitate replication and implementation of the model, individualized technical assistance plans will be developed for each participating site. In each community, an implementation team composed of representatives from education, vocational rehabilitation, and community- based mental health/mental retardation agencies, consumer organizations, family members, and other relevant agencies will guide the overall implementation and evaluation of the project. The project will design and deliver a range of training, technical assistance, and support activities, all customized to meet the specific needs of each participating community. Each site will receive at least six days of on-site training and technical assistance in the planning and implementation of this model. Formal replication guides, resource listings, multimedia materials, satellite teleconferencing, external consultants and other forms of technical assistance will be provided as specified in individualized technical assistance plans. Additional sites will be added in the second and third years of the project, while follow-up support continues to be provided to the original sites.

Products: The Project Advisory Team will propose a dissemination plan to include such products as "how to" replication manuals, conference presentations, journal publications, replication site visits, and newsletter articles. Other significant products will include a topical newsletter, a formal replication model, and at least two presentations at national professional gatherings.

Grant Number: **H158Q960004**

Secondary Education and Transitional Services Multi-District Outreach Services

Project Director: Hughes, Carolyn

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Vanderbilt University Peabody College
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Voice: (615)322-8186
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E-mail: carolyn.hughes@vanderbilt.edu

Purpose: The project intends to involve people with severe disabilities and their parents in the design, implementation, and evaluation of the Peer Buddy Model and related outreach project activities to improve the present and adult lives of the students.

Method: The project will coordinate activities with ongoing high- school peer tutoring programs and relevant services, matching students with severe disabilities with Peer Buddies to support their participation in daily school and community activities. It will provide technical assistance outreach services to and collaboration with students and teachers.

Products: The anticipated impact of the project is to improve the post-school outcomes of 300 youth with disabilities, allowing them to fully participate in the support, resources, and activities of high school and community life. Such a peer-support program would provide opportunities to learn and practice functional socially valued skills in everyday settings. The project will contribute to the knowledge base regarding the best practices for including students with severe disabilities in daily life activities, in school and out. It will disseminate findings nationally to targeted groups to replicate the model.

Grant Number: **H158Q960011**

Outreach Projects for Youth with Disabilities

Project Director: Flexer, Robert

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Kent State University ACHVE
Research And Graduate Studies
P.O. Box 5190, Rm 110 Terrace Hall
Kent, OH 44242
Voice: (330)672-3833

Purpose: This project intends to support the use of program models and other practices to improve secondary education and transition service supports for youth with disabilities and their families.

Method: The first phase of the project concentrates on organization, development, and field testing of links to collaborative projects to gather information on self-determination practices within secondary education and transition services. Community transition teams will be set up and their outreach practices evaluated. The last phase will focus on implementation, evaluation, and dissemination of effective program elements.

Products: The project goals are as follows: to structure and implement a partnership between participating institutions of higher education and transition teams; to develop information on self- determination practices and models within the areas of transition assessment, planning, and intervention; to evaluate and expand the process of outreaching practices in other projects in the geographical area; to replicate effective program components in enhancing self-determination transition outcomes for youth with disabilities; and to produce and disseminate descriptions of effective processes and products of the team model.

Grant Number: **H158Q960013**

Outreach Projects for Services for Youth with Disabilities

Project Director: Zachmeyer, Richard F.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Catskill Center for Independence
P.O. Box 1247
Oneonta, NY 13820
Voice: (607)432-8000

Purpose: The purpose of the proposed project is to disseminate information about and facilitate the replication of a unique and innovative model program of recreation and leisure education to facilitate transition from school to adult living for secondary school youth with disabilities.

Method: To achieve the purpose of the project, objectives include: developing a comprehensive plan for the recruitment, selection, and preparation of outreach replication sites; facilitating implementation of the program model at selected outreach sites to further validate and refine the model; and the development and implementation of a plan that will achieve the maximum degree of dissemination of information about the model for use by school personnel, leisure service providers, and other groups and interested individuals.

Products: The project is hoped to have a direct or indirect impact on numerous individuals, educational agencies, businesses, and existing transition service delivery systems. Program participants will acquire an understanding of the need for and benefits to be derived from recreation and leisure activities. They will be provided continuing opportunities to develop self-determination, vocational, and independent living skills through project activities and programs. Families, school personnel, businesses, and related service providers for youth with disabilities will learn about the benefits provided by recreation and leisure education. A technical assistance subcommittee will be created to focus on systemic issues involving transition planning, coordination of needed services and the expansion of needed program resources. Transitioning youth with disabilities will be exposed to and encouraged to use services such as peer counseling, benefits advisement, independent living skills training, etc. available through the Catskill Center for Independence. A detailed document will be prepared and disseminated nationally to similar groups to provide "how to" information.

Grant Number: **H158Q960017**

Whose Future Is It Anyway? Promoting Self-Determination and Student Involvement in Transition Planning

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

The Arc National Headquarters
500 East Border Street Suite 300
Arlington, TX 76010
Voice: (817)261-6003

Purpose: This project will replicate a student-directed transition planning curriculum model to increase student involvement in the process and to increase individual self-determination.

Method: By replicating a student-directed, self-determination curriculum through workshops in selected sites, this project will contribute to the current research knowledge base in those curricular areas. The project will increase knowledge about self-determination and student involvement on the part of teachers, educational personnel, and family members. And it will increase the knowledge of transition planning and promote student involvement through its replication and dissemination activities.

Products: Teachers will be trained in the "Whose Future is it Anyway" curriculum to help students implement their own education and transition plans. An Internet site will be set up to provide students access to training materials. The project will be replicated generally to provide access to greater numbers of students. More workshops will be conducted to train more personnel and parents to help more students. The results of the replication project will be compiled and disseminated to state educational agencies and professionals.

Grant Number: **H158Q960019**

Take Charge Outreach Project

Project Director: Borden, Dennis

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Oregon Health Sciences University
Child Development And Rehabilitation Center
3181 SW Sam Jackson Park Road
Portland, OR 97201
Voice: (503)494-7784

Purpose: The purpose of the TAKE CHARGE Outreach Project is to design, implement, and evaluate a comprehensive national outreach program to enhance the capacity of local providers to systematically promote the self-determination of secondary-age students with disabilities. Students and adults with disabilities will be actively involved in the design, implementation, and evaluation of project activities.

Method: The project's approach includes the following elements: the development of detailed outreach implementation materials for schools, community programs, and educational agencies; the establishment of model demonstration sites to provide anchors for successful model implementation; a systematic program of state-wide inservice training and technical assistance to other school districts and educational agencies to emphasize peer-based collaboration between state education agencies and sites; a detailed evaluation of the impact and costs of the outreach and delivery model; and dissemination of outreach products and findings.

Products: The project's approach will build the capacity of school districts and community organizations throughout the nation to support students as they strive toward self-determination. It will create specific opportunities for students with disabilities to experience success through achievement and management of challenge.

Grant Number: **H158Q960021**

Mentor-of-Mentors Project

Project Director: Heller, Tamar

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Illinois
Chicago Institute on Disability - Human Development
1640 W. Roosevelt Road, MC626
Chicago, IL 60608
Voice: (312)413-1537

Purpose: The project will address the following service delivery problems at the local, state, and national levels: identification and access to needed transition and adult services by youth and adults with disabilities and their family members; the need for mentors sensitive to the cultural and emotional needs of transitioning youth/family members; mentoring at the community level for effective collaborations and with traditionally underserved populations; and positive systems change from the grassroots level, using a bottom-up approach.

Products: A minimum of 80 participants will be trained as mentors and will gain the skills necessary to empower youth with disabilities and their families to effectively plan for immediate and long-term transition needs, to identify, utilize, and expand the use of natural and informal supports and resources to overcome service barriers, to identify, access, and utilize specialized services based on interests, needs, and preferences, to facilitate communication between youth with disabilities, their families, and service providers, to coordinate services among public and private service providers, agencies, and community resources, to mentor youth with disabilities to develop skills leading to self-determination and independence, to allow interested parties to make positive systems changes resulting in improved delivery for students transitioning to adult independent living. The project will develop 16 mentor teams to implement these goals and it will replicate the activities in similar settings throughout the region.

Grant Number: **H158Q960035**

Ensuring All Means All in the Provision of School-to-Work Transition Opportunities

Project Director: Thompson, Sandra

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Minnesota Department of Children, Families, & Learning
Office of Lifework Development
550 Cedar St
St Paul, MN 55101
Voice: (612)296-2965

Purpose: The purpose of this project is to assist and support the adoption of proven models, components of models, and other practices designed to promote the inclusion and participation of *all* youth, including students with disabilities and other targeted groups in school-based and work-based learning programs of the School-to-Work Opportunities Act, and to improve the capacity of special education program to fully implement the transition service requirements of IDEA. The project intends to improve the overall delivery of school-to-work transition programs and services nationwide.

Products: The project is intended to result in the identification and documentation of a wide range of proven models and practices, contributing important and timely information on the inclusion of *all* students in school-to-work systems. The dissemination strategies will assure that information reaches its intended audience. The project will improve the delivery of transition programs and services for students with disabilities and their families by coordinating activities with school-to-work implementation projects. The direct participation and involvement of individuals with disabilities and their families, professionals, and other stakeholders will help to ensure that the models and practices will bring about needed improvements in transition programs and services nationally.

Grant Number: **H158Q960037**

Statewide Utilization of a Curriculum for Teaching Self-Directed Transition Planning

Project Director: Halpern, Andrew

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of Oregon
5219 University of Oregon
Eugene, OR 97403
Voice: (541)346-1409

Purpose: This project is designed to implement a self-help transition curriculum called the NEXT S.T.E.P. for secondary students with disabilities. By using this curriculum, students will gain more control over the circumstances affecting their futures, bettering their chances for success.

Products: This project, by enabling the adoption of the NEXT S.T.E.P. curriculum, will allow secondary students with disabilities to gain control over important areas of their lives such as preparing for a job or graduating from high school. The teacher training and use of the utilization manual will help teachers overcome potential barriers in implementing the transition curriculum. Adolescents will be able to better identify, choose, and attain transition goals.

Grant Number: **H158Q970005**

TRANS TECH: Transition into Technology

Project Director: Ferrara, Joseph

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Minot State University
North Dakota Center for Persons with Disabilities
500 University Avenue W
Minot, ND 58707
Voice: (701)858-3055

Purpose: The TRANS TECH project will develop and test a proof-of- concept distance technology model to enable students with mild disabilities on four Indian Reservations in rural North Dakota to work as telecommuters, providing employment opportunities within the capabilities of these students and, through communications technology, enabling them to complete work for distant employers.

Method: In order to develop its telecommuting model, TRANS TECH will focus on five operational objectives and conduct activities that develop new materials, implement new procedures, and maintain accurate records. Project staff will develop at least 30 community-based telecommunications jobs in rural North Dakota. They will help teachers as they use job-specific assessment tools to collect data on at least 100 students' interests and aptitudes, and they will provide inservice training, materials, and technical support to school faculty as they teach telecommuting to at least 30 students. Staff will also support vocational rehabilitation counselors and teachers in student placement and they will help use community resources to support their work.

Products: The TRANS TECH project will be a collaborative effort involving personnel from rural school districts, vocational rehabilitation, school-to-work programs, and the university. The project will support at least 30 students with mild disabilities as they transition from high school programs into distance technology employment opportunities. Project findings and materials will be disseminated via the Internet, through network-based consultation and training, and by means of journal articles and presentations at national conferences.

Grant Number: **H158Q970006**

Leadership and Peer Educator Training Project

Project Director: Peterson, Willa

Beginning Date: Oct 24, 1997
Ending Date: Oct 23, 2000

Fitchburg State College
Academic Affairs
160 Pearl Street
Fitchburg, MA 01420
Voice: (508)345-2151

Purpose: The Leadership and Peer Educator Training Project for high school and undergraduate students with disabilities is designed to assist these students to discover and enhance their leadership ability and to promote outreach to high school students and their families regarding strategies for effective transition.

Method: The project trains students to serve as peer mentors for students with disabilities, promoting self-advocacy, alerting them to disability rights and awareness, and enhancing effective transition from school to adult life. The Leadership and Peer Educator Training Project will be replicated at five campuses during the funding period. Each college will commit to creating a partnership with a local high school. Total minimum participation is expected to be 15 high schools with 15 college campuses. Project staff will provide technical assistance and training in the development of peer mentor programs.

Products: The project will develop and disseminate a facilitator's manual, curriculum, and training materials; publish articles; and have students make presentations at regional and national conferences to promote outreach of program findings. As a result of such training, students become more active on campus, in the community, and in their own career development. Successful graduates of the program can join a Statewide Speakers Bureau and continue to serve as effective advocates for outreach and education of high school students, parents, and educators in all aspects of transition planning.

Grant Number: **H158Q970008**

Outreach Projects for Services for Youth with Disabilities

Project Director: Dowse, Patricia

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

New York State Rehabilitation Association - RRTI
155 Washington Avenue
Albany, NY 12210
Voice: (518)449-2976

Purpose: This outreach project is designed to assist educational agencies and community rehabilitation programs in implementing proven models and exemplary practices to improve secondary education and transition services for youth with disabilities. By replicating effective school-community rehabilitation partnerships through the use of a direct mentoring process, this project will close the gap between research involving effective models and the actual replication of exemplary practices that are cost- effective and focused on student results.

Method: Through the state level partnership between the New York State Rehabilitation Association (NYSRA) and the State Education Department's Office of Vocational and Educational Services for individuals with disabilities, the project intends to disseminate information about proven models and exemplary practices that demonstrate improved secondary and transition services. It will replicate proven models and exemplary practices in multiple sites that represent diverse student populations, schools with varying income levels, and urban/rural settings across the state, and it will evaluate outreach activities to determine their effectiveness.

Products: Multiple outcome measures for the specific goals and objectives will be evaluated to determine the effectiveness of the outreach strategies for dissemination and replication of exemplary practices. The evaluation will measure multiple indicators of student results, and other indices of the effects of the exemplary practices in multiple sites through a formative and summative evaluation plan to allow both the reporting of cost information, effectiveness of strategies, and successful replication of the model or practices.

Grant Number: **H158Q970009**

Transition Service Integration Expansion Project

Project Director: Pumpian, Ian

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

San Diego State University Research Foundation
5250 Campanile Drive
San Diego, CA 92182-1931
Voice: (619)594-7179

Purpose: This project proposes to link integrated individualized employment at above-minimum wages with a stable system for long-term career support, recreation, postsecondary education, and community living services for individuals with the most severe disabilities, mainly from racially or ethnically diverse backgrounds in metropolitan San Francisco and San Diego. This outreach project will build from a new transition model that was designed to better integrate the resources, expertise, and responsibilities of local public schools and agencies, and those of state and regional centers.

Method: The partnerships created by implementing the transition model and integrating the network of service providers will operate in response to the needs and interests of secondary students through person-centered planning. Support staff will be co-located or subcontracted with the service provider sites. Career and related services for the secondary students will be provided by public school and Transition Partnership Program staff with the active involvement of the service agencies to ensure successful transitions after graduation.

Products: It is anticipated that the successful outreach of this model in large metropolitan areas of California across a minimum of 12 agencies with a collective capacity to serve approximately 120 transitioning students will have a major positive impact on the delivery of services and the level of unemployment, and will improve the career advancement potential and access to normalized community settings for adults with the most severe disabilities throughout the state of California and the nation.

Grant Number: **H158Q970014**

Self-Determined Learning Model of Instruction: A National Outreach Project

Project Director: Agran, Martin

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Utah State University
Dept. of Special Education
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Logan, UT 84322-286 5
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Purpose: This project proposes to begin a collaboration among the departments of special education at Utah State University and the University of Utah and a consortium of participating universities in the intermountain area to prepare qualified personnel via distance education.

Method: Teacher preparation courses in severe disabilities offered at Utah State University and the University of Utah will be interactively broadcast to three other universities in the intermountain area on the Internet using videoconferencing technology. Special software and hardware will allow interactive videoconferencing that is interactive, user-friendly, and extremely inexpensive. Through this project, a national faculty of recognized professionals in the area of severe disabilities will be developed and will participate in the delivery of the program, providing information and technical assistance.

Products: Direct benefits will be provided to approximately 125 students from two states, and 15 workshops on the model will be delivered (with between 25 and 40 teachers attending each workshop). Project personnel will disseminate information about the project's findings to each state chapter of The Arc as well as through their Website. Findings will also be disseminated through articles and at national, state, and local meetings.

Grant Number: **H158Q970017**

ADA/504 Classroom Support Development

Project Director: Thomas, Eugene

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Bureau of Indian Affairs - Education
P.O. Box 110
Ft. Defiance, AZ 86504
Voice: (520)729-7253

Purpose: The project intends to provide more efficient mental health support for Navajo children on the reservation. It is expected to reduce the high rate of inappropriate special education placements. The Fort Defiance Agency has developed classrooms specifically designed to meet the needs of children who have been identified as behavior disordered or who manifest severe emotional problems which are environmental in nature and would be considered temporary conditions.

Method: The project director will implement the following training programs: A traditional American Indian practitioner will be recommended by the Navajo Nation to provide training for staff in Navajo culture and to act as a cultural liaison to the children and their families on site and at the children's residences. Two professionals will be hired and trained to provide transitional support to children from a cultural context. Parents of children in residence will be trained, as will community and school members from local areas. A partnership with Northern Arizona Univesity will be set up to provide a comprehensive plan of program evaluation, focusing on recidivism rates after the trainings and after acculturation programs are strengthened as well as on analysis of treatment plan objectives for relevance to the children's needs outside of the ADA/504 classroom.

Products: Successful implementation of this project is expected to assist the people of the Navajo reservation community by assuring that their children can receive mental health services at community schools rather than off-reservation. Limited funds available to Indian people can be used more efficiently at school and can be coordinated at the local level through the schools themselves. Children and parents can benefit from more direct service provision in the area of parenting and family counseling.

Grant Number: **H158Q970027**

GED Success for Students with Learning Disabilities and Behavior Disorders

Project Director: Bassett, Lee

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

Washington Research Institute
150 Nickerson Street Suite 305
Seattle, WA 98109
Voice: (206)285-9317

Purpose: The project intends to provide students with disabilities who have dropped out of school with improved opportunities to obtain a GED. It will accomplish its goals by developing a cadre of highly trained and supported teacher-trainers at four model demonstration sites, utilizing the "GED Success Program" model.

Method: The project will provide students with access to effective transition services, community-based employment opportunities, and adult service providers. Based on a highly structured, validated curriculum and program model, students will be offered an alternative secondary program option. The project will disseminate "GED Success Program" information to school districts, special education professionals, and consumer/advocacy groups in the target states. It will select a model demonstration site in each of the states and will train selected district teacher-trainer teams on the system implementation and curriculum program components of the model. It will also provide annual on-site technical assistance to the sites. Finally, the project will evaluate the effectiveness of the implemented models and training at all sites and will revise its curriculum appropriately and disseminate products to national special education communities.

Products: The project expects to create a cost-effective outreach and replication system which will eventually involve other interested districts throughout the Northeast in implementing the program model to best fit local conditions and student needs. The result of the project is anticipated to be a comprehensive consumer-driven evaluation of product and system processes that will result in a highly replicable and sustainable program option for students with disabilities who have not found success at the secondary level.

Grant Number: **H158Q970029**

High School High Tech Comes to Iowa: A Proven Strategy for Transitioning Students with Disabilities to Technological Fields

Project Director: Nietupski, John

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, IA 52404-4499
Voice: (319)399-6442

Purpose: This project is a partnership between educational entities and students with disabilities and their families to implement a high school high-tech (HSHT) program that has been demonstrated to be effective in expanding employment and postsecondary education opportunities for students with disabilities.

Method: The project will form a steering committee of key stakeholders for project oversight and assistance in institutionalizing HSHT beyond the federal funding period and it will obtain commitments from three to six high-tech businesses in the local area. Curriculum modules, training methodologies, and assistive technology will be developed, addressing skills identified within targeted industries/firms. The program will be implemented in the target area and later replicated in an additional community. Graduating students will be linked to jobs or postsecondary training in high-tech fields.

Products: The project is expected to serve a minimum of 150 high school students with a wide range of disabilities. Student/family and employer satisfaction with project processes as well as impact on transition students will be assessed. The HSHT project will be evaluated and project findings and materials will be disseminated within Iowa and nationally, targeting professionals, parents, employers, and the general public.

Grant Number: **H158Q970033**

Take Charge for the Future: A Multi-State Collaborative Outreach Project to Promote Student Involvement in Transition Planning

Project Director: Powers, Laurie

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Oregon Health Services University
Child Development and Rehabilitation Center
Office of Research Services, L-106
3181 SW Sam Jackson Park Road
Portland, OR 97201
Voice: (503)232-9154

Purpose: Take Charge for the Future is a multi-state collaborative outreach project to promote student involvement in transition planning. The project takes a comprehensive approach and is being collaboratively implemented by schools and community organizations in order to facilitate youth participation in transition planning.

Method: Project components include coaching for youth in the application of transition planning strategies, mentorship, peer support, parent support, and staff training and technical assistance. Take Charge for the Future is designed as a supported, self-help experience for students intended for delivery in inclusive settings.

Products: The project will design and disseminate detailed outreach materials and will develop model demonstration sites in each outreach state. It includes a systematic program of state-wide in-service training and technical assistance and a detailed evaluation of the impacts associated with outreach and model delivery. All outreach products and findings will be intensively disseminated through presentations directed at regional and national audiences, publications, and Internet links.

Grant Number: H158Q970039

Sponsoring Local Secondary and Transitional Initiatives for Youth with Disabilities: A Technology Supported, Total Outreach Training Approach

Project Director: Stowitschek, Joseph J.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Washington
Experimental Education Unit Box 357925
Seattle, WA 98195-7925
Voice: (206)543-4011

Purpose: This project will continue a national transition initiative with an unconventional outreach approach that sponsors local secondary and transition initiatives in school districts, setting the stage to facilitate the adoption and adaptation of sound model components, strategies, and exemplary transition practices, particularly for youth with disabilities who are difficult to serve.

Method: Using the models and products of five secondary education and transition projects completed at the University of Washington, a total quality outreach approach will be employed to increase the responsiveness of participants toward adopting focused sets of exemplary practices according to self-prioritized needs. The general design of the project is to bring secondary educators and transition service practitioners who work with youth with disabilities through three phases of outreach in which they initiate a process of program self-analysis and renewal, sustain the process by assimilating selected model components and exemplary practices into their own program activities, and extend the process as on-site outreach resources.

Products: Educational staff, parent representatives, student representatives, and related services personnel will work with project methods to implement, adapt, and sustain within their own programs the selected exemplary practices with direct and indirect support from project staff and from a cadre of exemplary practices specialists. Participants will become local outreach resources, working to extend the use of selected exemplary practices across programs within their local organizations. Materials, media, and curricula pertaining to exemplary practices will be provided by the project. Inservice training and technical assistance will be provided via interactive telecommunications employing recognized specialists in secondary and transition models and selected exemplary practices.

(84.158V)

Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities

Grant Number: **H158V960001**

Strategic Advantage: A Model for Preparing Adolescents with Mild Disabilities to Succeed in Future Education and Careers

Project Director: Deshler, Donald

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Kansas
Center for Research on Learning
Department of Education
3001 Dole Bldg.
Lawrence, KS 66045
Voice: (913)864-4780

Purpose: The purpose of this project is to create and evaluate the effects of a comprehensive service-delivery model for secondary students with mild disabilities that will affect their success in school and after school by systematically integrating a significant array of instructional curricula and procedures (developed by the University of Kansas Center for Research on Learning) into a targeted school setting with a high level of coordination among staff and in tracking of students.

Method: Strategic instruction will be used to teach validated strategies to enable students with mild disabilities to respond to the reading, writing, task completion, and information processing demands of the curriculum. Strategic tutoring will be used in helping students understand and master academic and vocational/technical course content. Strategic counseling, a problem-solving and decision-making process involving adults and students in helping roles, will provide the targeted group with a mindset for independently analyzing and solving problems in school and relating to career choices beyond school. A restructured course component will better accommodate students with diverse learning styles and needs. A life planning component, incorporating career awareness and work-related experiences into the curriculum, will consist of two elements: a self-assessment element will allow students to consider their visions of self, and transition instruction will provide students with opportunities to learn about and explore interesting career options. Finally, education/transition planning and leisure activity planning will teach students to take charge of their education and long-range goals.

Products: Through the various components of the project, students will gain important skills for success in school and beyond school. They will be able to better meet academic standards, succeed in their courses, and graduate from high school. They will be able to proceed to post- secondary education if so desired or, by meeting occupational skills standards, move on to gainful employment.

Grant Number: H158V960018

Project Improve: The San Francisco Secondary Education Improvement and Dropout Prevention Model

Project Director: Watanabe, Addison

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

San Francisco State University
Office of Research
1600 Holloway Avenue, HSS #204
San Francisco, CA 94132
Voice: (415)338-1248

Purpose: This project will address the problem of students with learning disabilities and serious emotional disturbances who drop out of school. It will implement the most successful strategies for program improvement and dropout prevention from previous research.

Method: The intervention strategies will consist of one year of self-determination and social-skills training, intensive reading and writing, culturally sensitive instructional procedures, matching with mentors, expansion of the school day, self-esteem building, case management support to the families for accessing needed social services, and structured weekends and summers. For those students bound for college, a full mainstream program will be set up, and for those who are not, a job preparation program will be adapted. At the end of ninth grade, these students will enter a full-time existing apprenticeship program.

Products: The basic skill levels and general information base will significantly increase for the students served by this program. The families of these students will receive assistance in parenting and providing for their needs. The school staff be empowered by gaining tangible evidence that appropriate educational services can be provided for students with special needs. The instructional methodologies and curriculum content in the program can be transported to other schools, preparing students there who are college bound as well as those who need only vocational training.

Grant Number: H158V960034

Project Enhance: Including All Students in School Reform and School-to-work Initiatives

Project Director: Hasazi, Susan

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Vermont
Center for Transition and Employment
Dept. of Education 340 Waterman Building
Burlington, VT 05405
Voice: (802)656-4031

Purpose: Project Enhance was designed to develop, implement, and evaluate a model to promote the inclusion of students with disabilities in Vermont high school reform efforts. It intends to increase the number of students with disabilities who transition into high skill, high wage jobs and postsecondary education and training after high school by expanding opportunities in school and in the community.

Method: In order to ensure the goals of the project for all students with and without disabilities, two model high school sites will develop existing reform initiatives by restructuring curriculum, designing instructional accommodations, and promoting the use of learning strategies. It will also expand work-based learning, and community service opportunities and provide training, technical assistance, and other resources to educators, students, and other members of the community.

Products: The intended outcome of the project is to reshape high schools to enable students to acquire the skills, knowledge, and attitudes necessary to pursue challenging careers and participate as informed citizens.

Grant Number: **H158V960035**

Postsecondary Programs: A Model Site for the Delivery of Secondary Educational and Vocational Programs

Project Director: Simmons, Thomas J.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Louisville
School of Education
Louisville, KY 40292
Voice: (502)852-0569

Purpose: To address the lack of educational and vocational outcomes for students with learning disabilities and to deal with the vocational aspiration levels of these students, this project seeks to link state-of-the-art instructional practice at the secondary level with improved career development and job training strategies.

Method: This project will develop and implement the training of 150 regular and special education teachers and staff at Jefferson County public school education and vocational programs, as well as at local postsecondary institutions, in content enhancement strategies and life skills to improve instructional delivery to students with learning disabilities. A transition/futures program for 90 students will be developed, emphasizing student and family involvement and delineating specific career, living, and community outcomes and activities. A summer prep and academic year cooperative program will be developed to provide postsecondary educational and career exploration and awareness, job shadowing, job seeking skills, job skill training, and remedial instruction. The model will be replicated and disseminated.

Products: This project hopes to have a direct impact on transitional services in the city of Louisville and throughout Kentucky. Students participating in this project will come in contact with a large number of professionals, staff, families, and consumers. The secondary and postsecondary institutions will become more effective in meeting the needs of students with learning disabilities and transition planning and career awareness activities will help engender improved outcomes in employment and career choice. By developing a collaborative enrichment program, the secondary and postsecondary education programs in the Jefferson County area will increase their capacity to develop and deliver appropriate educational/vocational services.

Grant Number: **H158V960049**

Making the Connection between School and Work: A Utilization Model for Teaching Self-Directed Transition Planning

Project Director: Doren, Bonnie

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Oregon
Secondary Special Education
5260 University of Oregon
Eugene, OR 97 403
Voice: (541)346-1413

Purpose: The project, called NEXT S.T.E.P. (for Student Transition and Educational Planning). is a curriculum utilization strategy for enabling teachers to use the curriculum for self-directed transition planning effectively to assist students with and without disabilities. In order to be successful, the project will give students a central role in the planning process.

Method: Implementation sites will be selected, participating teachers will be trained to use the curriculum, barriers to implementation will be evaluated, and a manual for overcoming barriers will be prepared. To ensure success within school and during transition, the program will be coordinated with other service providers and with existing school- to-work policies within the context of self-directed transition planning.

Products: To help students achieve the goal of self-directed transition planning, the project will train a cohort of participants to implement the NEXT S.T.E.P. curriculum, evaluate potential barriers, and develop a utilization manual. The utilization model will be developed to extend implementation opportunities to other interested parties in Wisconsin, and eventually to disseminate project outcomes and materials throughout the country.

Grant Number: **H158V960055**

Demonstrating Video Futures: Strategies to Prevent Dropout and Improve Transitions in Diverse Secondary Schools

Project Director: Tallman, Beverly

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Alaska - Anchorage
Center for Human Development
2330 Nichols Street
Anchorage, AK 9950 8
Voice: (907)272-8270

Purpose: The purpose of this project is to develop an innovative model, the Video Futures Unit, to use video exploration and self-modeling to address course success and transition issues.

Method: Collaborating with geographically and culturally diverse secondary education systems, local school-to-work transition networks, parent organizations, and consumers, this project will develop the capacity of the secondary education transition system for students with disabilities to support and assess video explorations and self- modeling interventions. It will provide training of education personnel to implement these methods and it will evaluate the program's success, replicate the model, and disseminate it to other schools and communities.

Products: As students use the self-modeling and video exploration techniques of the project, they will gain more chances for success in school and in a variety of post-secondary experiences. The model will impact current practice in secondary education by assisting teachers in restructuring course work to accommodate diverse learning styles, an important determinant of course success.

Grant Number: **H158V960062**

Technology and Transition: Tools for Success

Project Director: Nochajski, Susan M.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

State University of New York - Buffalo
520 Lee Entrance
Amherst, NY 14228
Voice: (716)645-2977

Purpose: The purpose of the Tools for Success project is to use assistive computer technology (ACT) to provide youth with disabilities the educational opportunities and lifelong learning skills to achieve success in high school and a smooth transition into higher education and other postsecondary settings.

Method: This project will use individualized training and general interventions such as distance learning and mentoring to provide students with the skills needed to use assistive computer technology. An ACT lending library will provide devices to students for use at school, work, or home. Distance learning will deliver a substantial portion of the project's training, exercises, tutorial work, and mentoring.

Products: The project will develop, implement, evaluate, and disseminate a demonstration model using ACT across multiple environments to enhance the ability of students with disabilities for success in high school and in the transition process.

Grant Number: **H158V960076**

Model Demo Career Planning

Project Director: Sowers, Joann

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of New Hampshire
Durham Institution on Disability
Sponsored Research Office
107 Service Bldg.
Durham, NH 03824
Voice: (603)228-2084

Purpose: This project will develop, implement, evaluate, and disseminate a comprehensive model aimed at enhancing the successful transition from school to work of students with disabilities who are at risk of dropping out of high school.

Method: A self-directed education and career planning class will provide students with instruction and support in taking the lead in planning their goals and supporting them in reaching those goals. Business-based classes will instruct students at a business that reflects their career area interests. Rather than simply gaining exposure to businesses, the students will be instructed in professional and technical skills.

Academic and career classes will be integrated for the students — students will use their career goals as a basis for selecting academic and vocational education classes, and they will identify assignments in classes that will support their career goals. Students will identify their unique learning styles and accommodation needs and communicate these to teachers and businesses. Each student will identify and recruit a community member with expertise in their area of interest to serve as a mentor. Finally, families will be provided with the education and support needed to be actively involved in their child's education and career development.

Products: Through this project, students will be able to develop individual education and career plans via business-based education and career classes. Staff will be given the skills to train and support the students in their goals and use teaching strategies to reflect students' individual learning styles. Students will be able to take the lead in transition planning, identifying and arranging for resources necessary to support their post-secondary plans. Mentors from the community will be recruited and families brought into the students' career development plans. The model will be replicated in three schools and then disseminated.

Grant Number: **H158V970005**

Baltimore Work-Based Learning 2000: Including All Students in School to Work Activities

Project Director: Tilson, George

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Transcen, Inc
451 Hungerford Dr., Suite 700
Rockville, MD 20850
Voice: (301)424-2002

Purpose: The purpose of the Baltimore Work-Based Learning 2000 project is to ensure that students with disabilities, through participation in generic vocational, career education, and school-to-work activities, successfully transition from secondary education into meaningful employment or further education and training. The project will be implemented in two Baltimore City public schools and disseminated to other school districts in Maryland.

Method: The project will work with current school-to-work systems- change efforts to restructure academic or vocational course offerings so that over 200 students with disabilities are included in the full range of career activities. It will provide training and technical assistance to over 100 school personnel to ensure that targeted students are included in all programs and services. The project will ensure that vocational assessments, service delivery, and career counseling meet the needs of students with disabilities, and that targeted students receive counseling, tutoring, assistive technology, and other necessary accommodations.

Products: Project activities will be evaluated in terms of meeting proposed outcomes of employment or postsecondary education and training, and the successful features of the model will be disseminated to other schools in Baltimore and throughout Maryland.

Grant Number: **H158V970019**

Project MOVE: Mentoring Opportunities for Vocational Exploration A Program for Secondary Students with Disabilities

Project Director: McCue, Michael

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Center for Applied Neuropsychology
100 First Ave., Suite 900
Pittsburgh, PA 15222
Voice: (412)391-4590

Purpose: The purpose of Project MOVE is to develop, implement, evaluate, and disseminate effective methods to increase the number of individuals with disabilities who complete secondary education programs, and to improve the potential for successful transition to the workplace and to postsecondary education or vocational training for these students.

Method: The project will conduct case-based training programs and provide technical assistance to faculty members and staff in two Pittsburgh high schools as well as to employers, individuals with disabilities, and their parents. It will modify the existing school curriculum to meet the needs of students with disabilities by including a program of vocational and functional assessment, career exploration, and vocational entry skills development. It will develop a vocational mentorship program for 40 secondary students with a variety of disabilities.

Products: The project will evaluate the efficacy of the faculty training and technical assistance, the career readiness curriculum, and the employer-mentorship programs in terms of the desired outcomes, test the replicability of the program, and sustain the project effort without grant funding. The project will disseminate information about its methods through a variety of means, including a procedural manual, Internet homepage, publications, and presentations.

Grant Number: **H158V970022**

Connecting to the Community Through Circles of Success: Building Resiliency and Preventing School Failure for Students with Disabilities

Project Director: Bentaas, Char

Beginning Date: Oct 20, 1997
Ending Date: Oct 19, 2000

Rum River Special Education Cooperative
315 Seventh Lane NE
Cambridge, MN 55008
Voice: (612)689-3600

Purpose: The Success Circles project will work with secondary students with disabilities who are at risk of dropping out based on identified indicators (failure, absenteeism, and behavioral problems). Through a partnership of several agencies, the project will intervene to build assets and resiliency in the student and his or her community. The project will bring students, families, educators, social service providers, and concerned community members together to solve problems and commit to action.

Method: In the first year, the project will gather data on the indicators for possible failure, assemble training materials, and implement the Success Circles strategy in one local high school. In the second year, the program will be extended to two additional high schools with an emphasis on using this experience to develop model dissemination materials. In the third year, the program will be introduced the the remaining schools in the project's service area.

Products: Model dissemination materials, including a video, training manual, and informational reports/brochures, will be made available to a state and national audience through presentations and networking. The coordination of services and support across agencies and participants will provide a concrete and usable format for true interagency collaboration. As students work within the Success Circles process and begin to understand their connectedness to a caring community, they will possess more assets and skills to complete school and make a successful transition to post-secondary life.

Grant Number: **H158V970035**

Passing Accountability to Students for Securing Appropriate and Gainful Employment — PASSAGE Project

Project Director: Reinhardtsen, Janet M.

Beginning Date: Dec 15, 1997
Ending Date: Dec 14, 2000

Educational Service District 112
2500 NE 65th Ave.
Vancouver, WA 98661-6812
Voice: (360)750-7500

Purpose: The PASSAGE Project will address the need for secondary schools to restructuree or modify academic and vocational course content offerings, instructional strategies, sequencing and work- based learning, and connecting activities to promote improved participation and performance for students with disabilities. This model is designed to shift the emphasis and responsibility for transtion program development to the students and their parents.

Method: Staff will receive training in self determination, self advocacy, self-directed IEPs, and in facilitated fiscal management of resources basic to providing team training and support to students with disabilities and their parents. Critical to staff training will be group processing designed to facilitate the shift from transition planning from teacher-directed to student-directed. Students, parents, and community mentors will receive training similar to that of the staff.

Products: The assumption underlying this project is that by shifting the responsibility for accessing needed services from teachers and other service providers to the student and parents, it will ultimately result in increased student independence and personal responsibility for his or her future. This shift in resource allocation may also result in the development of non-traditional secondary programs.

Grant Number: H158V970037

That's the Job I Want! Development, Evaluation, and Dissemination of a Consumer-Driven Job Preference Program Using Motion Video CD ROM

Project Director: Morgan, Robert L.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Utah State University
Dept. of Special Education and Rehab.
2865 University Blvd.
Logan, UT 84322-2865
Voice: (435)797-3251

Purpose: The purpose of this project is to produce a consumer-driven job choice and career education program. The project will develop, evaluate, and disseminate a program that provides youth with disabilities with a realistic representation of various jobs using motion video CD ROM. The target population will be youth with severe disabilities, such as mental retardation and autism.

Method: Individuals will be assisted through the assessment and career education program by a facilitator. As a youth makes choices from the video program through keyboard or touch-screen responses, selections will become more targeted until a limited number of jobs are identified. These job selections will be described in more detail, and subsequently used by educators to guide transition planning and job placement efforts.

Products: Specific goals of the project are to identify the critical attributes of jobs commonly held or potentially attainable by youths with disabilities; to develop a prototype video CD ROM based on critical attributes of jobs developed through field testing also done as part of the project; and to disseminate the program to secondary special education, rehabilitation, and supported employment programs nationwide. Across the field tests, approximately 400 youth will participate in the project.

Grant Number: H158V970039

Innovative Approach for Meeting the Transition Needs of Students with Specific Learning Disabilities or Severe Emotional Disabilities

Project Director: Bounds, Betsy

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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1010 East 10th Street
Tucson, AZ 85719
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Purpose: The Tucson Unified School District (TUSD) proposes to develop and implement an innovative approach for meeting the transition needs of students with disabilities in secondary school settings. This approach intends to prepare students with disabilities for high-skill, high-paid jobs or further education or training by coordinating and supporting their enrollment in a sequential program of study with high academic standards.

Method: TUSD proposes to offer a series of innovative support services for 120 students with specific learning disabilities or severe emotional disabilities. These students will enroll in one of three established

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school-to-work instructional magnet programs offered in TUSD. The three programs, Health Related Services, Aviation/Aerospace Technology, and Media Arts will be offered at two high schools. The project model will use a series of recognized intervention strategies of transition counseling, paid and non-paid career exploration, assistive technology, individualized support, peer mentors, pause-circuit video instructional labs, restructuring academic and/or vocational course offerings, participation in related extracurricular activities, and mentors from industry.

Products: The strategies employed by the project are interdependent and designed to ensure that students receive a comprehensive education which includes academic and vocational course work, individualized support, participation in related extracurricular activities, and ongoing involvement with local employers and a successfully planned transition from school to work.

Grant Number: **H158V970042**

School-Based Transition Programs for Youth with Emotional Disturbance

Project Director: Nisbet, Jan

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of New Hampshire
Institute on Disability Sponsored Research
Office 107 Service Bldg
Durham, NC 03824-3585
Voice: (603)228-2084

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a comprehensive model for the effective transition from school to work of youth with serious emotional disturbance. The overarching goal of this project is for students to complete graduation requirements and to engage in planning and training for meaningful employment or post-secondary education.

Method: Seven key model components will be addressed: the development of school-based interagency teams comprised of the student, family, school staff, and related community support personnel; the implementation of a Career Planning Class to provide students with instruction and support in planning their educational and career goals, along with activities to reach these goals; the development of integrated curriculum modules for core academic courses; the development of community-based learning experiences for technical skills relating to career interests; intensive instruction and practice in social skills, anger management, and interpersonal problem solving strategies; intensive training of school staff specific to the transition needs of youth with serious emotional disturbance; and the provision of family supports to assist parents in the active involvement in their children's education and career planning.

Products: Quantitative and qualitative evaluation information will be collected to assess the impact of the model on students' academic achievement and school to work transition success. Descriptions of this model and project outcomes will be disseminated in New Hampshire, regionally, and nationally via trainings, conferences, publications, and on an Internet site. A manual of model components, including curriculum modules, will also be disseminated.

Grant Number: H158V970047

A Comprehensive Model to Empower Low Income Minority Youths with Disabilities for Transition

Project Director: Balcazar, Fabricio E.; Keys, Christopher

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Illinois
Institute on Disability and Human Development
1640 W. Roosevelt Road
Chicago, IL 60608
Voice: (312)413-1646

Purpose: The project's goal is to develop, implement, and evaluate a comprehensive model to empower low-income minority students with disabilities for transition. The model is intended to improve academic retention and performance and to help participants clarify and pursue vocational goals. It will attempt to promote effective supports for students' inclusion into general education classrooms while developing their competencies to assume a proactive role in their education and vocational development.

Method: The project will analyze the environmental factors that are either hindering or supporting academic success of the targeted students and will use this information to develop the model within the context of the schools. Special education teachers and transition specialists will help adapt or develop training materials and procedures to be incorporated into a transition-readiness curriculum. Intervention components of the program will include case management, classroom empowerment training, vocational guidance and support, academic support, and family support.

Products: The program will be evaluated by comparing the academic success of students participating in it to an equivalent sample of students receiving regular transition services from the participating schools. If successful, the project will demonstrate the effectiveness of a comprehensive model of transition readiness that will allow low-income minority students with disabilities to take control of the process and to develop their independence and self-reliance.

Grant Number: H158V970051

Project Anchor

Project Director: Horne, Richard

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2000

Academy for Educational Development
Education Exchange Services
1875 Connecticut Ave., NW
Washington, DC 20037
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Purpose: The goal of project ANCHOR is to develop, implement, document, evaluate, and disseminate a model for creating an integrated support structure that will improve secondary education services and effect positive outcomes for students with serious emotional disturbance. Issues that concern the project are: promoting school-linked and coordinated delivery of educational, vocational, school-to-work, employment, juvenile justice, recreational, and social services; empowering families to become full partners in interagency collaboration; restructuring, revising, and integrating academic and vocational course offerings for target students; and developing school-linked youth development activities to promote student skills.

Method: Project ANCHOR will develop a model for improved secondary education at the local level by engaging critical audiences — staff, youth, families, employers, and the community — in all aspects of the project, including training and activity development to promote the integration of youths with SED into academic and vocational environments.

Products: The project will develop print and electronic products and disseminate its results to promote and replicate project activities at the local, state, and national levels. Community-based agencies, businesses, and organizations will participate in the development, implementation, and evaluation of the model and national associations will help disseminate the results.

Grant Number: **H158V970053**

Project Connect: Integrating Occupational Skills Standards, the Vermont Framework, and Applied Learning

Project Director: Hasazi, Susan Brody

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1999

University of Vermont and State Agricultural College
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Purpose: The purpose of this three-year model development project is to ensure that restructuring efforts currently in place in Vermont's technical education centers are integrated with one another, include students with disabilities, and are delivered within the context of school-to-work reform efforts designed to prepare students for high-skill, high-wage jobs and/or further education and training following high school. Project activities include aligning curricula and applied learning experiences, expanding opportunities for students to participate in those experiences, and redesigning technical education curricula to meet the diverse needs of learners, including those with disabilities.

Method: To build the capacity of technical education centers to achieve the goals of an integrated approach to restructuring student experience, the project will develop applied learning opportunities, such as job shadowing, apprenticeships, internships, and paid employment. Twenty students at each of three technical centers will participate in designing and implementing individual learning plans that are aligned with state standards and are related to academics, career awareness, and other applied learning experiences. Professional development activities will help build the capacity of technical education centers to implement activities associated with restructuring. Technical education centers and community partnerships will be strengthened to promote successful transition efforts.

Products: During the final year of the project, technical assistance and professional development will be provided at all the project sites. Project materials, processes, and strategies will be disseminated to state audiences through workshops, summer institutes, and newsletters, and to national audiences by means of reports, conference presentations, and curricular materials and manuals.

Grant Number: H158V970066

Using Consumer Driven Changes to Improve Secondary Special Education Services

Project Director: Kortering, Larry J.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

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Purpose: This project uses a three-point approach for improving the delivery and outcomes associated with two local high schools. Locally derived interventions will address the concerns and motivations of the students. Regular and vocational courses will be transformed to help special education students be more successful. A vocational assessment process will provide a way for students and teachers to make a better connection between school learning and future student ambitions.

Method: Local educators will deploy interventions tailored to the motivations and needs of their students. Interviews with student dropouts and parents of special education students will establish considerations for responding to dropout-prone youth, implementing changes for those who return to school, and improving services from the viewpoint to families.

Products: An evaluation system will document change in a number of areas: dropout and graduation rates, post-school outcomes, grade point averages, student attendance, teacher job satisfaction, and student satisfaction. The backward mapping strategies used by this project will help empower teachers and students while enhancing the local schools' capacity for success.

(84.159E)

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Grant Number: **H159E950001**

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Project Director: Wagner, Mary; Spiker, Donna; Hebbeler, Kathleen

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 2000

SRI International
333 Ravenswood Ave
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Purpose: To examine the extent to which Part H is being implemented at the local level and examine the relationships between extent of implementation and the child and family outcomes achieved.

Method: This study will document the developmental trajectories of 1,800 children in the first five years of life and examine the relationships between the growth experienced by children with different disabling conditions and the early intervention services they receive. Subjects will represent urban, suburban, and rural communities, including communities with high proportions of minority group families, in 18 communities located in 12 states. Multiple areas of child and family functioning will be measured. Child and family outcomes will be assessed when the child enters early intervention and at each 1-year anniversary thereafter until the child reaches 36 months of age. All children will be assessed and family outcome data collected at 36 months and again at 60 months. Data gathered will address the provider, nature, quantity, quality, and cost of early intervention services received by each child and family. The study will also collect information about the nature of Part H implementation at both community and state levels. Information on behavior and services in preschool special education and kindergarten will be collected as children age and enter new educational settings. Hierarchical linear modeling will be used to examine the growth trajectories of children with different disabilities and to determine the relationship between child growth and Part H services.

Products: Project findings will be disseminated to potential audiences, including policy makers, federal, state, and local administrators, researchers, practitioners, parents of children with disabilities, advocates, and professional organizations. Findings will be disseminated in several formats, including: annual comprehensive reports at the end of Years 3, 4, and 5; brief reports in each of these years; short summaries of key findings; articles submitted for publication in professional journals; and conference presentations and briefings.

(84.159G)
Center for Special Education Finance

Grant Number: **H159G920002**

Center for Special Education Finance

Project Director: Chambers, Jay

Beginning Date: Oct 1, 1992
Ending Date: Dec 31, 1998

American Institutes for Research
3333 K St, N.W.
Washington, DC 20007
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Purpose: The proposed Center for Special Education Finance will provide policy makers and administrators at the federal, state and local levels and data, analyses, expertise, and opportunities for information sharing regarding complex and critical special education finance issues.

Method: The Center will compile special education expenditure statistics, with a data system that will produce nationally representative data tying fiscal analysis to program descriptions. This system will be replicable and will include the construction of a core database that will serve as the basis for the fiscal research to be conducted by the Center. Special education finance policy studies will be conducted through collaborative arrangements with many of the country's leading researchers in special education school finance. Information on state special education finance systems will be aggregated and updated as well.

Products: The planned Center will provide much-needed information on how much is being spent on special education services and assess patterns of resource allocation. Dissemination products will include a descriptive brochure, an annotated list of Center reports, policy briefs, data summaries, the core database along with documentation, summaries of Center technical reports, and press releases.

(84.159H)

Testing the Use of an Instrument to Measure Student Progress

Grant Number: **H159H960002**

Testing the Use of an Instrument to Measure Student Progress

Project Director: Wolman, Jean

Beginning Date: Sep 23, 1996
Ending Date: Sep 22, 1999

American Institutes for Research
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Washington, DC 20007
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Purpose: The proposed project is designed to meet three primary objectives: (a) refining and validating the PASS (Performance Assessment for Self-Sufficiency) expert system decision rules; (b) investigating the use of PASS for local and state transition planning; and investigating the use of PASS as an alternative assessment for students with moderate to severe disabilities.

Method: Researchers at AIR will team with West at, Inc., as well as expert consultants and representatives from state and local education agencies in a 3-year research design. The overall plan will be to establish a collaborative relationship with state and local practitioners to conduct substudies to investigate the implications of using PASS as a tool for transition planning and for measuring students' results at state and local levels. Project staff will provide guidance and support to SEAs and LEAs and work closely with them to design and implement appropriate field studies that will meet their own transition planning and assessment needs, as well as the needs of the project. Staff will train researcher/practitioners to develop demonstration sites and the criteria to evaluate the extent to which PASS meets their needs. Trainings and adaptations developed by each site to implement PASS will be recorded, and personalized service will be provided to turn around PASS Anticipated Service Needs and Functional Performance profiles quickly.

Products: Anticipated outcomes of the project include: (a) a refined conceptual framework for PASS as a tool for local empowerment, (b) a systematically validated and refined set of decision rules for the PASS expert system, a set of demonstration sites for PASS, (d) answers to key feasibility/utility questions surrounding the use of PASS for transition planning and measuring student results, and (e) a set of recommendations related to "best practice" use of PASS for these purposes.

(84.221A)
Native Hawaiian Special Education Project

Grant Number: **H221A950002**

Pihana Na Mamo: The Native Hawaiian Special Education Project

Project Director: Hanohano, Maggie

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 2000

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Purpose: To improve special educational services provided to children and youth of native Hawaiian ancestry with special needs.

Method: This project will focus on the development of comprehensive and culturally appropriate instructional models to effectively serve special education students of Hawaiian ancestry in the least restrictive environment and on meeting the needs of students at risk of being identified as needing special education in regular classroom settings. Project staff will implement a state-wide parent and community involvement component to encourage and support the participation of parents in school programs. Parent involvement staff will be hired to coordinate efforts within each community to increase parental participation. Staff development activities will be sponsored to support the use of direct instructional practices. Through the funding of master teachers and part-time teachers, support will be provided for development and implementation of school-wide plans.

Products: Outcomes from the project will include: improved educational performance among special needs students of Hawaiian ancestry; increased participation of Hawaiian parents and community leaders in schools; improved school-level and district-level capacity to serve Hawaiian students in the least restrictive environment; and increased public awareness of the educational needs of Hawaiian students.

(84.237F)

Preventing the Development of Serious Emotional Disturbance among Children and Youth with Emotional and Behavioral Problems

Grant Number: **H237F940022**

Project SUCCESS: Preventing the Development of SED among Children with Emotional and Behavioral Problems

Project Director: Montague, Marjorie

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

University of Miami
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E-mail: mmontague@aol.com

Purpose: To prevent the development of Serious Emotional Disturbance (SED) in elementary school students with behavioral and emotional problems through intervention based on multidisciplinary literature.

Method: In the first of four project years, staff will finalize the case study "best practices" theory and scenario, develop the case study protocol and pilot the protocol. The pilot test will include interviews with kindergarten teachers, and reviewing specific documents for relevance. Staff will then plan and conduct inservice training for participating teachers and other school personnel. During this year, staff will also screen students in each participating school, collect and analyze data, evaluate and manage the project, and work to collaborate with other SED projects. During the following three project years, staff will conduct family needs and strengths assessments of families of at-risk children, and will conduct functional assessments through interviews. Staff will ask teachers for their perceptions of the environmental conditions under which at-risk children in their classes display desirable or undesirable behaviors. Interviewed teachers will begin testing hypotheses developed on the bases of functional assessment interviews. Staff will then develop Family Service Plans (FSPs), and implement the educational child-centered components and the family-focused components. Once FSPs have been implemented, staff will collect and analyze case study data using the case study protocol developed in Year 1, and analyze school records/accumulative folders for at-risk children in grades 1 and 2. Staff will also survey comparison schools about identification of SED in first and second grade children, and will collect data on personal and social attributes on the Student Self-Concept Scale (SSCS), Social Skills Rating System (SSRS), Classroom Behavior Inventory (CBI), and peer ratings and nominations (PRN). Finally, staff will disseminate results, and work further to collaborate with other Office of Special Education (OSEP) projects.

Products: Project SUCCESS will result in a validated model for 1) identifying students with such serious emotional and behavioral problems that they are at-risk for SED, 2)conducting functional assessments of at-risk children, 3) developing classroom interventions, 4) coordinating multiple services based on family strengths/needs, and 5) ensuring the delivery of culturally competent services to students and their families.

Grant Number: **H237F950014**

Linkages to Learning: An Integrated Multi-Agency, School-Based Program for the Delivery of Health, Mental Health, and Social Services to Students and Their Families

Project Director: Fox, Nathan A.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

University of Maryland
Dept. of Human Development 1304 Benjamin Bldg.
College Park, MD 20742-5141
Voice: (301)405-2816

Purpose: To implement and evaluate the effectiveness of "Linkages to Learning," a collaborative, multi-agency, school-based program designed to facilitate, coordinate and deliver a comprehensive array of health and human services to students and their families.

Method: This project will take place in a racially and ethnically diverse elementary school setting (using 400 students) in a high- need area of Montgomery County, Maryland. Major activities will include: (1) carrying out a variety of outreach and information activities to educate students, parents, and teachers about the full range of health and human services available to them at and through the schools; and (2) using a coordinated case management approach to facilitate and coordinate the referral, assessment, case management, and delivery of health and human services to students and their families within the school setting. Direct services will include: (a) individual, group, and family counseling to address students' and parents' social and emotional problems; (b) educational support for students, including academic tutoring and mentoring; (c) social skills training and self-esteem enhancement programs for students; (d) parental assistance for financial, housing, legal, child care, and psychological problems; (e) health education and coordination of health services and referrals; (f) parent skills training and education workshops; and (g) consultations, workshops, and support for teachers working with students with social and emotional problems.

Products: Results from this project will be circulated beyond the traditional outlets of the scientific community to ensure that useful information reaches school personnel and other direct service providers interested in implementing similar programs. Findings will also be published in an array of peer-refereed scientific journals and book chapters representing the fields of education, public health, counseling, and psychology. Findings will also be presented at a variety of national meetings.

Grant Number: **H237F950019**

Proactive Home-School Programming for the Prevention of Serious Emotional Disturbance in Children with Behavior Problems

Project Director: Kamps, Debra

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1999

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Purpose: To outline a program of proactive home-school prevention which directly targets "protective" and "risk" factors to increase social, behavioral, and academic competencies.

Method: The school-based component of the program will include: a) social skills groups including instruction in prosocial behaviors, training in problem solving, incidental teaching, and reinforcement procedures for generalization of skill usage; and b) peer tutoring in reading and comprehension skills. The home-based component will include: a) parent-child activities and monitoring schedules for increasing positive parent-child interaction and supervision; and parent-led play/recreation groups for reinforcement of prosocial skills. The third level prevention component will provide systematic functional assessment and analysis of environments to determine conditions maintaining resistant behaviors with consequent intervention for behavioral improvement, as well as liaison work with community-based agencies to facilitate family services. The investigation will include three elementary school sites in an intensive quality-controlled program for 36 to 45 children, with a control group.

Products: Expected outcomes include increased, positive adult and peer interaction, improved compliance and behaviors, increased engagement and learning, and improved social competence. The following products have been outlined in order to further dissemination efforts: papers presenting findings to state and national conferences; independent study university coursework; written reports and program descriptions to be distributed at state, local, and federal levels; and articles on findings for submission to appropriate professional journals.

Grant Number: **H237F950028**

Preventing Serious Emotional Disturbance: Research on School-Wide Conflict Resolution with Peer Mediation

Project Director: Smith, Stephen W.

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1999

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Purpose: To assist students in developing the interpersonal skills necessary to manage their own conflicts through a school- based conflict resolution/peer mediation program with community and family linkages.

Method: In the first year of the program, staff will work collaboratively with middle school professionals, parents, and community representatives to: develop a curriculum; train school professionals and students in the curriculum and its implementation; access, develop, and validate data collection instruments; and establish data collection programs. The conflict resolution/peer mediation (CR/PM) program will also be piloted in this year. During the second year, staff will fully implement the CR/PM program in two treatment schools and use two matched middle schools as delayed treatment or control, while also seeking opportunities for impact through parent and community groups. In the third year, staff will full implement the CR/PM program in the two delayed treatment schools and monitor the program in the original treatment schools as they assume full responsibility for its implementation, while continuing involvement in home and community-based settings. During year 4, staff will collect data in all four schools as the delayed treatment schools disengage from project personnel and continue to collect generalization data on all high school students who graduated from the four middle schools.

Products: This project will provide a model for future research in the area by providing a theoretical base as a model, a validated curriculum and training protocols for teachers and student mediators, implementation protocols, validated data collection methodology, and efficacy and generalization data.

Grant Number: **H237F950036**

Preventing the Development of Serious Emotional Disturbance among Children and Youth with Emotional and Behavioral Problems

Project Director: Fitzgerald, Martha

Beginning Date: Apr 1, 1995
Ending Date: Mar 31, 1999

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Purpose: To test a school based model for preventing severe emotional disturbance in young children, ages kindergarten through second grade, using team building and instructional support strategies implemented by a parent/teacher led collaborative team.

Method: During the first two years of the project 1000 kindergarten children in four school districts (one urban and three rural) will be screened for externalizing or internalizing behaviors which would place them at risk for developing more severe emotional/behavioral problems. Children assigned to Intervention A (N=50) will be served by a Prevention Team for two years beginning in the summer following kindergarten and extending through second grade. Children assigned to Intervention B (N=50) will meanwhile receive classroom instruction in social skills, also extending through second grade.

Products: Submissions will be made to special education publications and project findings will be presented at regional and national conferences. To better reach parents, findings will be re-written to suit the needs of the popular press and submitted to parenting publications. Cassette tapes will also be produced from these materials, and a professional videotape of findings will be produced for presentation to parents, teachers, and other service providers in schools and other educational settings nationwide. Staff will also make periodic information postings to electronic information networks.

Grant Number: **H237F950039**

Project SERVE: Support for the Emotional, Residential, Vocational, and Educational Needs of Adolescents with EBD

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

University of Oregon
c/o Research & Sponsored Programs
5219 University of Oregon
Eugene, OR 97403-5219
Voice: (541)346-1645

Purpose: To provide vocational services and service management to adolescents with emotional and behavioral problems, and to examine the effects of these interventions on both in- project and post-project experiences and outcomes among participants.

Method: Participating adolescents will be referred to the project and assigned a Service Coordination Specialist, who will work in conjunction with the adolescents and his/her family to plan and implement these services. After exiting the school setting, services will be arranged to continue through a support network from different community agencies (including vocational rehabilitation, Job Training Partnerships, and Social Security offices). A comprehensive data collection system will be used to describe empirically the student and his or her presenting behaviors and the types and intensity of services that are provided to each participant. To examine post-project impact of the services, participants will be tracked through individual interviews and review of extant state-level data sets on criminal and employment activities to profile their transition experiences.

Products: Dissemination activities and projects will include presentations at professional conferences, articles for submission to professional journals, and a project newsletter for quarterly distribution to education and human services agencies as well as parents, teachers and other stakeholders. Upon the project's completion a monograph describing the data collection procedures, results, and service delivery recommendations will be produced.

(84.237G)

Nondiscriminatory, Culturally Competent, Collaborative Demonstration Models to Improve Services for Students with Serious Emotional Disturbance and Prevention Services for Students with Emotional and Behavioral Problems

Grant Number: **H237G950045**

Project Community Approach to Improving Child Success

Project Director: Eddings, Florence

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

Englewood Public Schools
Project CAICA 12 Tenafly Road
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Purpose: To create a comprehensive program to address the problem of unequal distribution of children with behavior problems to special education classes through a combination of models based on systems theory.

Method: Project CAICS will work with three groups of students: (1) those students at any grade or level who are classified as Seriously Emotionally Disturbed based upon a thorough Child Study Team assessment; (2) those students identified by individual schools K-8 as part of their ongoing search for improved effectiveness with all children; and (3) those students whose background suggests they are at risk of developing SED as they progress through school. The project will intervene with these students by assisting regular education teachers to adopt specific techniques and strategies, assisting building administrators in addressing school environmental problems that help to trigger negative behaviors, and training staff in basic techniques to reduce cross-cultural misunderstandings. The project will also work with pre-high school programs to institute curricular and instructional approaches to teaching all students the skills necessary to succeed in school. The community will support this approach by coordinating and expanding community activities which foster the development of peaceful and cooperative conflict resolution skills. The community and the school will jointly develop the details of project actions through a set of advisory panels. Each participating teacher will receive staff development and training over an eight month period to reinforce learning of both recommended techniques and their underlying philosophy; this component will directly seek to reform the institutional culture of participating schools relative to the population of students whose behavior has been a major concern for years.

Products: At the project's conclusion, staff expect to find fewer students classified as SED due to emotional and behavior reasons which are not deeply rooted in factors beyond the control of the family. This will translate to less restrictive learning environments for more students, fewer discipline problems in the schools, and a lower operating cost for special education programs.

***Grant Number:* H237G950052**

Kakao’d ‘Ia Na Lei

Project Director: Stodden, Robert A.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

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Purpose: To develop and demonstrate a model to recruit and train natural paraprofessional caregivers from the community to support teachers and parents in creating school and family environments that foster the psychosocial and intellectual development of Native Hawaiian students with or at risk for serious emotional disturbances (SED).

Method: Phase I of the process will involve building and maintaining a team of stakeholders with a common vision for a seamless system of culturally competent and nondiscriminatory services. Team members will be recruited based on the criteria that they have strong connections to the Native Hawaiian community and have expressed a desire to help it address its problems. Phase II will employ a five-step framework to guide team members through review and discrepancy analysis of desired and existing services: (A) team members will explore and determine outcomes expected of students following completion of their educational programs; (B) team members review educational and related services proven successful in contributing to these outcomes for minority group students; (C) team members will review current practices with a focus on their cultural competency and efficacy for Native Hawaiian students; (D) team members will decide what current practices need to be improved, and how; and (e) team members analyze how identified skills and behaviors can best be imparted to both professionals and natural caregivers. In Phase III project staff will launch the implementation of innovations and recommended improvements in training and services. It is anticipated that the resulting natural caregiver training program will last for 11 months with a strong emphasis on field activities and practicums.

Products: Project products will include curricula for natural caregivers and professionals; evaluation reports; a replication package; and journal articles and conference presentations. Expected results for Native Hawaiian students with or at risk for SED include a decrease in proportions identified with SED, improved school attendance and performance, lower dropout rates, greater family involvement in service planning and delivery, increased satisfaction with services, decreases in inappropriate behaviors, improved self-concept and self-esteem, and higher rates of achieving IEP goals.

Grant Number: **H237G950055**

World of Difference: A Culturally Competent Demonstration Model to Improve Services for Students with Serious Emotional Disturbance and Prevention Services

Project Director: Smith, Yvette

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Every Child Can Learn Foundation
225 Bush St., Suite 330
San Francisco, CA 94104
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Purpose: To develop and demonstrate a collaborative model of culturally competent intervention and prevention services designed to address the current gaps in service delivery to at-risk students and students with severe emotional disturbances.

Method: This project will establish four model classroom sites for SED and at-risk students where the most successful collaborations among teachers, paraprofessionals, mental health providers, students and family members would be replicated. Two classes will consist of approximately twelve 3rd-5th grade Hispanic students classified as learning disabled and at risk for severe emotional disturbances. The other two classes will consist of approximately ten predominantly African-American 3rd-5th grade students already classified as SED. Tutors from San Francisco State University's special education department minority outreach program will provide tutoring, encouragement, support and mentoring to students. Teachers, paraprofessionals, and tutor/mentors will receive intensive training and resource materials regarding the use of culturally competent instructional strategies and curricula, as well as training in use of student-centered instructional strategies designed to capitalize on students' diversity and individual strengths. Family members will be provided with information and training regarding mental health issues, learning disabilities and serious emotional disturbances, instructional practices, and ways in which families can provide emotional and academic support to their children. On-site service and after-school consultant time will be increased as well.

Products: Project results will be disseminated to family members at community meetings , while dissemination to mental health providers will take place in the form of workshops to be coordinated with the professional development personnel of each department. Further dissemination will be filtered through the school district-wide professional development system and channeled through collaborating institutions to reach beyond the immediate target population.

***Grant Number:* H237G960012**

New Pathways for Children and Parents

Project Director: Jennings, Wayne

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

Mental Health Association of South Central Kansas, Inc
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Purpose: To provide culturally sensitive, collaborative, community- based services to children (ages 5-10) with severe emotional disturbance (SED), as well as children at risk for SED diagnosis and their families.

Method: This program will provide a 2-year intervention for 420 SED and at-risk students, with a focus on family bonding and involvement. School teams will circulate behavior checklists to teachers and staff and will compile results to identify students for participation. Supportive data will be gathered from attendance records, discipline reports, academic and social history, and psychological evaluation when available. On the basis of these records and a family interview, a determination of eligibility will be made. Interventions will include: planned and shared family meals and activity time; an 8-week parent training and support group; an 8-week "Children Are People" curriculum emphasizing self-control; an ongoing monthly education/support session for families graduating from the 8-week program; case management services; and referrals to appropriate collaborating agencies for services not provided by New Pathways. At the end of each child's participation, scores on the Quay-Peterson Revised Behavior Checklist will be compared to scores achieved at intake to provide pretest/posttest evaluation.

Products: Publications to result from this project include: curriculum and supportive material manuals for both the child and adult programs; operating guidelines and materials for ongoing support sessions; and a comprehensive manual detailing how to establish, conduct, and evaluate a replication project.

***Grant Number:* H237G960026**

Project ACCEPT (Actualizing Cultural Competence in Educational Preventive Techniques)

Project Director: Bounds, Betsy

Beginning Date: Sep 15, 1996
Ending Date: Sep 14, 1999

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Purpose: To develop and implement an innovative, nondiscriminatory, culturally competent, collaborative demonstration model to improve services for students with serious emotional disturbance (SED), and to provide prevention, early intervention, and crisis intervention services for students with emotional and behavioral problems through an interagency collaboration model.

Method: A cross-cultural team will work in collaboration with a coordinator, a behavior specialist, and a case manager. Several agencies will work with project staff to develop preventive strategies and to provide input on program development and/or parent training. During the first phase, training will be provided to a designated "student advocate" at each participating school, focusing on preventive strategies and cultural competence. A diagnostic prescriptive center will be established in collaboration with the Arizona Children's Home, a community-based service provider, with interns and consultation provided through cooperation with the University of Arizona Department of Special Education and Rehabilitation. The case manager will also work with parents to support transition back into the child's home school.

Products: Expected outcomes include increased cultural competency for staff, a reduction of students (especially minority group students) in SED placements, and improved behavior among referred students. Training materials and evaluation findings will be distributed to local, regional, and national groups through journal articles, presentations at conferences, and networking with other school districts and postsecondary agencies. Project staff will also be available to provide technical assistance to agencies interested in replicating the model.

(84.237H)
Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance

Grant Number: **H237H960012**

Persistence Plus: Using Check and Connect Procedures for Students with SED

Project Director: Sinclair, Mary F.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2000

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Institute on Community Integration
Institute on Community Integration
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Purpose: To field test the Check and Connect procedure, an empirically validated dropout prevention and intervention strategy for urban middle school youth with learning and emotional/behavioral disabilities), in order to improve service delivery and post-school outcomes.

Method: Interventions will focus on the individual needs and personal development of the student, empowering families to provide educational support to their adolescents, and making changes in the delivery of services. A "monitor" will work with each group of students through graduation, moving with students and families from program to program, actively facilitating regular communication, promoting access to services, and keeping educational progress a foremost concern. Approximately 100 students will be targeted for intervention beginning in grade 9 and continuing for 4 years. Data will be collected on several key constructs: participation in school; identification with school; academic, social, and behavioral performance; school and family support for learning and transition services; and participant satisfaction.

Products: In year 1, an informational brochure will be developed for community awareness. One newsletter or journal article will be drafted each year for publication. By year 4, a user-friendly procedure manual will be developed, describing the Check and Connect procedure and including a component for promoting parent involvement and complementary monitoring strategies. A summary report will also be developed in the fourth year, as will a final technical report. Presentation proposals will also be submitted to national professional associations and meetings.

Grant Number: **H237H960022**

Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance: The High School/High Skill Project

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2000

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Voice: (541)346-1645

Purpose: To evaluate the differential effects on adolescents with serious emotional disturbances (SED) of an intervention program consisting of social support, interagency collaboration, competitive work placements, and focused high skill curricular offerings.

Method: The central thesis of this project is that by providing adolescents who have SED with focused, adapted professional technical education (PTE) instruction in high skill level occupations, staff can help them achieve at higher levels than peers not receiving such services. Key components of this service project will include: (a) self-directed transition planning; (b) provision of service management and support; (c) an integrated support system composed of community agencies; (d) competitive work experiences; (e) social support and social skill training offered through direct instruction and peer mentoring; and (f) data collection documenting students' in-project and post-project experiences. The program will develop, evaluate, and implement curricula and instructional preparation in two high skill occupations locally in demand, in conjunction with existing school-to-work and PTE teachers and classes. Students with SED will choose to be in one of three groups: no special services; placement in the current service option for adolescents with SED; and placement in the current service option plus the PTE curriculum areas. Outcome analysis will include exploring possible differential effects of intervention on males versus females.

Products: Field-tested curricula in two different occupational areas will be published for use in the district and for dissemination to other interested parties. A set of procedures will also be published for developing integrated curricula that help students with disabilities acquire solid academic and occupational skills within regular settings. At least three articles will be written and submitted to professional journals, and presentations at national conferences are planned for years 3 and 4. Dissemination plans also include provisions for reaching state agencies, parent organizations, and preservice university programs.

Grant Number: **H237H960024**

A Model Mentor/Advisor Program Supporting Secondary School Youth with Emotional and Behavioral Challenges and Their Families in Rural Vermont

Project Director: Fox, Wayne L.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2000

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Purpose: To design, implement, evaluate, and disseminate a model mentor/advisor program to improve educational outcomes for youth with serious emotional disturbances (SED) or at risk for developing serious emotional disturbances.

Method: The proposed model consists of four closely interrelated components emphasizing student empowerment and promoting positive self-esteem. The model will be implemented initially in one rural Vermont secondary school and will be replicated in a second high school during the final 2 years of the project. Model components include: a mentor/advisor who meets regularly with a small group of 6 to 12 heterogeneously grouped students; a Personal Learning Plan for each student, developed with family and mentor guidance; an annual service learning project to be identified, developed, carried out, and evaluated by the students; and mentor/advisor collaboration to provide continuing support for mentor/advisors and for system change. Project staff will provide extensive technical assistance, training, and on-site support to mentor/advisors, family members, educators, staff from local agencies, and the community as a whole. Measures have been selected to directly assess the impact of the proposed mentor/advisor model components on project participants, with appropriate comparisons to control groups.

Products: The plan for disseminating project findings includes the World Wide Web, electronic mail, a replication manual, presentations, and journal articles designed to reach the widest possible audience.

Grant Number: **H237H970016**

Cognitive/Behavioral Apprenticeship: Validation of a Coordinated Instruction Program to Improve Educational Outcomes for Adolescents with SED

Project Director: Schumaker, Jean B.; Deshler, Donald D.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2001

University of Kansas Center for Research on Learning
Dept. of Special Education
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Purpose: The purpose of this research project is to conduct a series of interrelated investigations to determine the impact of providing intensive intervention to students with serious emotional disturbance (SED) during their middle or junior high school years through the transition into high school. It will also provide a highly coordinated intervention program that is coordinated across settings, teachers, and instructional interventions so that these students can be integrated into and maintained in the general education setting.

Method: The contention of this project is that all students, especially those with challenging disabilities, can best learn through continuous exposure to adults/peers who provide them with appropriate models in how to learn, how to respond, how to deal with stress and frustration, and how to solve problems. This project will develop an apprenticeship model, including both cognitive- and behavioral-based apprenticeships, to validate the intervention procedures.

Products: Project investigators will conduct a series of interrelated studies concerning each of the target components and develop case and longitudinal studies. Data on a variety of implementation, student outcome, and social validity measures will be collected. Multiple baseline and comparison group designs will be utilized to determine the effects of individual and combined interventions. The results of this project should provide educators with new ways of helping secondary students succeed within the general education curriculum.

Grant Number: **H237H970033**

Developing Effective Secondary School Based Practices for Use with Serious Emotional Disturbance

Project Director: Stodden, Robert A.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Hawaii
University Affiliated Program
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Purpose: The purpose of this model demonstration project is to improve the behavioral and educational outcomes of youth with serious emotional disturbance (SED) and those at risk for developing serious emotional disturbance. The proposed integrated support system model consists of four components centered around the strengths and needs of youth with SED and their families. These components include: interagency participation in strengths- based assessment and planning process; youth and family member participation in an informed-choice, decision making process; coordination of services around the integrated needs of the youth in school and in transitioning successfully to postsecondary and adult community environments after high school; and improvement of learning opportunities and results for youth.

Method: The model will be supported and tested through a "critical friend" framework that will develop a support system of schoolwide and individual student teams. Interagency training and technical assistance will be provided to the teams and the system will be coordinated with other reform and system improvement initiatives and will include documentation, evaluation, and feedback.

Products: The model will be piloted and implemented first in one suburban high school in Honolulu and will then be replicated in two or more other high schools in rural and urban environments during the final two years of the project.

(84.324A)
National Academy of Sciences Study

Grant Number: **H324A980001**

Representation of Minority Children in Special Education

Project Director: Wigdor, Alexandra

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2000

National Academy of Sciences
National Research Council
2101 Constitution Avenue NW
Washington, DC 20418
Voice: (202)334-3026

Purpose: This project is a comprehensive two-year study of the disproportionate number of students from minority backgrounds in special education programs. First, the study will attempt to analyze the data related to overrepresentation and its causes, asking the question, "why does overrepresentation occur?" The second focus of the study will be on the instructional programming available to special education students, asking the question "why is overrepresentation considered a problem?".

Method: The National Research Council (NRC), through its Division on Education, Labor, and Human Performance in the Commission on Behavioral and Social Sciences and Education, will establish a committee of approximately 10 volunteer experts drawn from such fields as psychology, child development, cognitive science, sociology, anthropology, education, measurement, law, and statistics to undertake a study of the disproportionate placement of minority students in special education programs, with attention to over- and under-representation. The committee will examine developments in law and practice over the past two decades. It will conduct a comprehensive synthesis of recent research literature, examine available and new data, and explore the current policy context with regard to special education placements. In the course of its work, the committee will provide opportunities for interested groups to convey their views and pertinent information. The study committee will be able to provide new insights into the problem of minority overrepresentation and underrepresentation to make recommendations to guide federal and state policy makers.

Products: The primary product of the study will be a report that describes the policy framework for issues of special education placement, analyzes and synthesizes the available research evidence, and presents the committee's findings, conclusions, and recommendations. The NRC will undertake a variety of dissemination activities. The report is likely to be published by the National Academy Press. Committee and staff members will brief officials of the Department of Education on the report as well as interested members of the public.

(84.324E)
Mississippi Delta

Grant Number: **H324E980001**

Early Childhood Development for the Mississippi Delta Region

Project Director: Carlson, Nancy A.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

Easter Seals
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Purpose: Easter Seals' Early Childhood Development Project for the Mississippi Delta Region will strengthen linkages among local rural systems of child care, health care, and social service, and enhance skills of educational professionals serving children with disabilities. Project goals include: 1) assist with and expand child find efforts; 2) improve the quality and availability of appropriate early intervention and childhood development services for Delta region children with disabilities; 3) increase parent knowledge and skills to better promote child development and learning; 4) increase the capacity of local service providers to better serve children with disabilities and their families; and 5) increase the commitment and ability of community decision-makers to solve problems that undermine access to appropriate services for children with disabilities. Children with disabilities from minority backgrounds represent the majority of children expected to benefit under this project.

Method: Start-up activities will engage Easter Seals groups in Arkansas, Louisiana, and Mississippi, as well as the national organization, in building the foundation for a three-year effort to strengthen local competencies and opportunities for collaboration among parents and personnel to better serve and support development and learning among children ages birth to twelve years. The project addresses the Delta's recurring problems by strengthening collaborative relationships and creating new linkages between state and local education, children's health, child care, professional associations, and disability service and advocacy organizations to identify priorities and pursue strategies for improving education services for Delta children with disabilities. Project staff will work with local education personnel and providers to identify deficiencies in local systems, plan capacity building interventions, and identify children with disabilities and their families in need of assistance. In the start-up year, the project will place a multidisciplinary team of pediatric specialists in six Arkansas counties to provide unduplicated services and supports to children with disabilities, parents, and personnel, including such services as developmental evaluation, vision/hearing screening, technology assessment, early intervention, physical therapy, occupational therapy, speech-language pathology services, and referral.

Products: Project products and strategies include: 1) strategies for building child find capacity in the Delta region and comparable rural areas; 2) best practices for providing evaluation, consultation, and services in ways that strengthen local capacity; 3) strategies for reducing out- of-region travel for services; 4) personnel and service recruitment strategies; 5) strategies for increasing parent/guardian and family capacity, including awareness and skills enhancement; 6) strategies for increasing local personnel/provider capacity; 7) strategies for assisting community decision-makers to solve problems concerning access to developmental and educational services for children with disabilities; 8) inventory of Delta region needs and resources; 9) service listing for Delta region children with disabilities; 10) strategies for conducting awareness and marketing activities; 11) a family resource packet and provider resource packet; 12) training curricula, resources, recommended training strategies, and related evaluation forms; 13) recommended strategies for technical assistance for staff and related evaluation forms and procedures; 14) template for Internet forum for stakeholders in educational and developmental service for rural children with disabilities; and 15) articles, briefing papers, conference notes, fact sheets, and other information resources. Easter Seals will disseminate project findings via: 1) organization publications disseminated nationwide to Easter Seals' 10,000 employees and hundreds of thousands of volunteers and parents; 2) contribution to national education and disability periodicals; 3) national and state Internet Websites; and 4) national, regional, and state conferences.

(84.324F)

National Academy of Sciences Autism Study Workshops

Grant Number: **H324F980001**

Workshop Series: Educational Interventions for Autistic Children

Project Director: LaPlante, Rebecca

Beginning Date: Aug 1, 1998
Ending Date: Jul 31, 2000

National Academy of Sciences
National Research Council
CBASSE/DELHP
2101 Constitution Avenue, NW
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Purpose: The National Research Council will examine research and practice in the education of children with autism, birth to age eight, in a series of workshops involving researchers, educators, school administrators, specialists in autism, developmental psychologists, and policy experts in a sustained discussion of issues surrounding various interventions and settings.

Method: The two planned workshops will be framed around such issues as early intervention, diagnosis and classification, educational rights of autistic children, untested educational approaches, mainstreaming, and assistive technology.

Products: The workshops will generate discussion of the current state of knowledge, pressing questions of policy, and the most compelling research needs, all of which can be disseminated as reports and commissioned papers from participants.

(84.324M)
Model Demonstration Projects for Children with Disabilities

Grant Number: **H324M980014**

Assistive Technology Training ONLINE Project

Project Director: Gavin, William J.; Mistrett, Susan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This project will develop, implement, evaluate, and disseminate a model program that will address the diverse, multilevel needs for assistive technology (AT) training, by exploring the potential of World Wide Web-based instruction to create virtual workshops. The training model will focus on the use of adapted computer technology to facilitate the educational process and inclusion strategies for students with disabilities in inclusive elementary (K-5) classrooms. By combining proven training materials with the interactive and interconnective properties of the Internet, the project staff will address the deficiencies associated with traditional AT training workshops and improve training access and application.

Method: This project addresses four objectives focusing on curriculum development activities and examination of the model's impact on members of individualized education program (IEP) teams, families, and student outcomes. Project objectives will be supported by the participation of national AT experts as well as input from members of IEP teams, including parents, from four local school districts. With this emphasis on the use of assistive technology to support student educational performance in inclusive elementary education environments, the Assistive Training ONLINE Project can make a difference for students with disabilities, their families, other IEP team members, and paraprofessionals across the nation.

Products: By the end of Year 4, a comprehensive set of training materials will be developed, implemented, and evaluated as to their quality and appropriateness. Upon final revision, the training materials will be made available in other formats for wider distribution and use. The project will have a CD ROM and/or DVD version available as well as paper copies with slide and video illustrations. Project activities as well as applications and strategies found to be most effective in using adapted computer strategies to promote the inclusion of elementary students with disabilities will be disseminated through the World Wide Web site and documented in written reports. Articles describing the project and trainee and student outcomes will be submitted to family and professional journals and magazines. Findings of the project will also be disseminated through presentations at state and national conferences.

Grant Number: **H324M980031**

Supporting Children with Autism in Natural Settings

Project Director: Nisbet, Jan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: Supporting Children with Autism in Natural Settings (SCANS) is designed to provide the field with a measurable and replicable model to increase the capacity of school districts to effectively educate students with autism in typical educational environments, using the practices consistent with the unique needs of these students.

Method: The model components of the project that will be field-tested in six schools are the following: 1) the development of an intensive, interdisciplinary assessment of children with autism to evaluate communication, cognitive style, social skills, behavior, sensorimotor issues, and family priorities; the assessment will result in an individualized education program; 2) provision of competency-based state-of-the-art training for school personnel, families, and community support providers that reflects information gained from student assessments and needs assessments completed by schools and families; 3) high quality, on-going technical assistance to schools to develop capacity and facilitate the effective implementation of new knowledge and skills; and 4) a model of family support and collaboration that involves families as partners in all aspects of assessment and training.

Products: An intensive, interdisciplinary, week-long Summer Institute on Autism will be developed with national experts modeling an integrated, instructional approach. A monograph and video of instructional strategies for educating students with autism in typical classrooms, two book chapters, a refereed journal article, and a video that depicts and describes the successful implementation of the model components will be produced and disseminated.

Grant Number: **H324M980032**

Bringing It All Back Home: Family-Driven Assessment and Intervention for Children Who Are Deaf-Blind

Project Director: Rowland, Charity; Mar, Harvey

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Oregon Health Sciences University
Child Development Rehabilitation Center (CDRC)
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Purpose: This project will build on existing research and demonstration efforts to develop a family-driven approach to assessment, intervention, and transition that will empower families to recognize the competencies of their own children and to structure naturally occurring home-based and community-based activities to promote skill development on the part of their children who are deaf-blind.

Method: This project, which targets children aged three to twelve years who are deaf-blind, will involve parents as partners in model and product development and in field testing efforts. The project staff have developed assessment instruments designed for parents to administer in the home to assess cognitive development and communicative development. These instruments will form the foundation for an approach that will involve parents as the repository of knowledge about their children's skills, their needs, and the daily activities in which new skills may be developed. Ultimately, the project will produce a set of materials designed by and for parents to evaluate their children, to establish intervention priorities for home and community, to advocate for appropriate intervention at school, and to ensure successful transitions from one school or classroom to another in the first few years of school.

Products: Final products will include packets of printed materials related to assessment, intervention, and transition as well as a 15-minute videotape illustrating exemplary home-based interventions. Each product will be evaluated by parent consultants, field test families, and advisory board members using satisfaction/utility scales to be developed by project staff. Final products will be submitted to commercial publishers for possible publication.

Grant Number: H324M980053

Demonstrating Success: Students with Disabilities in Secondary Education

Project Director: Weiss, Mary Lou

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: The purpose of this project is to demonstrate the effectiveness of a model based on an outcome-oriented framework with an innovative planning component. The planning component includes a customized case management system with an electronic version of an Individualized Education Program (IEP) that will facilitate student involvement in general education.

Method: The model offers an efficient way to support students as they lead their IEP process, to show students the relevance of school to their goals and post-school outcomes, to demonstrate that students can achieve their goals and obtain high standards through access to the general education curriculum, to facilitate collaboration among general and special educators in the planning and implementation of student-led IEPs, to encourage the use of instructional practices associated with desired outcomes across five domains, and to measure progress toward student goals.

Products: The project will develop, field test, and evaluate an instructional inservice training package designed to assist local teams with model implementation. In addition to the project's dissemination of materials such as flyers, newsletters, and reports, the project will use the network of collaborators within technical assistance centers to disseminate findings through their dissemination and technical assistance approaches.

***Grant Number:* H324M980060**

Enhancing Peer Relationships in Natural Environments in Urban Communities (Early Intervention and Early Childhood)

Project Director: Bruder, Mary Beth

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Connecticut Health Center
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263 Farmington Ave., MC6222
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Purpose: The purpose of this demonstration project is to increase access to activities in natural environments in the community for children age birth to three who are receiving early intervention because they have developmental delays or are at risk for a disability. The Individual Family Service Plan (IFSP) process will be used to both embed a social competence curriculum and to identify community activities for learning about peer relationships. The curriculum is designed to be implemented in natural environments including the home, to ensure family participation, and community settings in which typical children participate. The quality and effectiveness of early intervention will be enhanced through the IFSP process and the social competence curriculum framework, which will focus on facilitating peer relationships.

Method: A community mapping process will be used to identify and expand the type and number of activities and settings available for participation by infants and toddlers with disabilities and their families. Training on project content and methodology (curriculum and home and community activities) will be provided to families, early interventionists, and community program staff. Additionally, policies will be developed to guide the use and effectiveness of natural environments in early intervention in collaboration with the statewide Part C system and the Interagency Coordinating Council. An added focus of this project will be the challenge of identifying, expanding, and evaluating natural environments in urban communities: Hartford, Connecticut, for the first two years and two additional Connecticut urban communities, with Latino populations in the majority, during the last two years. Project staff will include a bilingual parent of a child with disabilities. A multidimensional evaluation plan will measure project effects on children, families, service providers, programs (including cost), and communities.

Products: A total of 180 children and families will be served through the project. Dissemination of project findings will occur through statewide meetings, national presentations, written and electronic program descriptions, training materials and policy alerts, articles in peer reviewed journals, and chapters in books. These materials and activities will be audience specific (e.g. parents, service providers, administrator, etc.).

Grant Number: **H324M980072**

Parent Leadership Development Project

Project Director: Wesley, Patricia; Buysse, Virginia

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

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Purpose: This project builds on a growing body of research documenting the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. Developing strong parent-professional alliances is a critical first step in improving the quality and cultural responsiveness of services to children and families. The project will recruit 72 parents and other family members interested in developing or improving partnerships with professionals and offer them intensive training and follow-up activities designed to develop their leadership skills. The project will then link this cadre of parent leaders to institutions of higher learning and organizations and agencies providing early education, early intervention, and family support services.

Method: Participants will represent diversity along dimensions of culture, language, family constellations (single parents, teenage parents, foster parents, grandparents, etc.), and socioeconomic resources. Key features of this model include: 1) a series of leadership retreats for parents focusing on information about early care and intervention systems and portfolio development to increase parent leadership skills; 2) follow-up activities with parents as they implement action plans to expand their partnerships with professionals and develop individual portfolios; and 3) linking parent leaders to agencies and organizations providing early education and intervention services or conducting professional training activities.

Products: This project will make a significant contribution to the field by conducting a systematic assessment among an array of human services organizations regarding their needs for parent representation and participation, and by documenting outcomes related to parent leadership training. The model will be replicated by local programs across the nation with similar needs for parents to serve as advisors, mentors, presenters, evaluators, board and task force members, advocates, and partners in policy development. A "Parent Leadership Directory," a "Facilitator's Guide to Parent Leadership Development," and a videotape about parent leadership roles will be produced. A comprehensive program evaluation and dissemination of findings to a wide audience will also result.

Grant Number: **H324M980074**

Building Communication Links for Infants/Toddlers with or at Risk for Disabilities

Project Director: Bunse, Carol

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Teaching Research Division
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Purpose: The purpose of this project is to improve social-communicative outcomes for infants/toddlers with risk factors for severe communication delays, through early identification of infants/toddlers (6-36 months) at risk for severe communication delay and through the development, evaluation, and dissemination of cost-effective instructional tools to enhance critical early social interactions between the child and the caregiver. A preventive approach will respond to the increased incidence of young children at risk for disorders involving severe communication delays, including pervasive developmental disorders and emotional/behavioral disorders.

Method: The project's objective will be accomplished collaboratively with key service providers and parents through development of awareness materials, implementation of a screening process, and design of a unique set of accessible observation and teaching strategies. Activities will include work with field test sites to develop training videos (introductory levels for children at risk and a second level with extensive assessment/programming strategies for infants with identified delays) plus on-line training materials. A cadre of locally based trainers will be developed in Early Head Start and Early Intervention programs to disseminate materials and train other providers.

Products: Project results will include improved social/communicative outcomes for infants and toddlers (birth to three) who are experiencing or are at risk for disabilities that result in severe communication delays through early identification and intervention. Another outcome is increased parent and professional access to promising practices. Products will include awareness materials, observation and teaching strategies, and training materials to implement the strategies. Dissemination activities will involve the following: 1) presentations will be made at national professional conferences and state and regional conferences; 2) a project World Wide Web home page will be maintained and updated on a monthly basis to allow for ongoing dissemination to a broad audience including parents and paraprofessionals; and 3) the project staff will submit at least two articles on the results of the project to a major journal in early childhood special education and a parent journal.

Grant Number: **H324M980076**

Comprehensive Functional Assessment for Schools

Project Director: Horner, Robert

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Oregon
Specialized Training Program
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Purpose: This project will elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel. During the past 15 years, an effective technology of functional assessment has been developed, but the majority of the procedures have been designed for use by highly trained behavior analysts with individuals who have the most extreme levels of problem behavior. A critical need exists to: 1) develop functional assessment tools that can be used by typical school personnel, 2) include students and their families more directly in the assessment process, and 3) link the information from a functional assessment to the design of effective behavior support.

Method: The Comprehensive Functional Assessment project will meet its goals by combining the expertise of personnel who have direct experience designing functional assessment procedures with the active collaboration of school personnel involved in the design of behavior support. The project is the product of collaboration with families and school personnel, and will address five central objectives: 1) develop a functional assessment model for use in elementary and middle schools; 2) implement the model in 20 schools (10 elementary, 10 middle); 3) evaluate the implementation, impact, and validity of the model; 4) develop and disseminate materials for broad replication of the model; and 5) manage and evaluate the project.

Products: The Comprehensive Functional Assessment project will involve five primary dissemination strategies at the local, regional, and national levels: 1) reliance on dissemination mechanisms, such as professional journals, conference presentations, World Wide Web pages, and inservice workshops; 2) use of College of Education editorial and publication services to produce research reports, monographs, and training materials; 3) linkage with the Oregon's Student Services Division in the state Department of Education, local school districts, and families; 4) professional relationships with other community, research, and training groups; and 5) inservice and preservice preparation of educators who design and implement behavior supports for students with problem behavior.

Grant Number: **H324M980088**

Project ACT: Achieving Change Together to Support Students with Severe Disabilities in General Education Classes

Project Director: McDonnell, John

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Utah
1705 E. Campus, Center Drive Room 221
Salt Lake City, UT 84112-9253
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Purpose: Project ACT will develop and validate a building-level planning model for establishing and expanding inclusive educational opportunities for students with severe disabilities. The model is designed to empower parents and professionals to restructure existing staff and fiscal resources to serve students with severe disabilities in general education classes.

Method: A building-level planning team will design, coordinate, monitor, and evaluate system change efforts, taking into account the culture of the school, the strengths and weaknesses of the faculty, and the individual needs of students. The initial field-test of the model will be conducted in the first and second years of the project at one rural and one urban school district cohort, each composed of two elementary schools, one middle school, and one high school. During the last two years of the project, the planning model will be replicated in one rural and one urban school district cohort.

Products: Project ACT will support building-level planning teams through the development of a planning guide and other materials, training, and on-site technical assistance throughout Utah and nationally. The planning model will impact the educational achievement of students with severe disabilities as well as students without disabilities, the parents, teachers, and administrators of students with disabilities, and the costs of educational programs for these students.

Grant Number: **H324M980091**

Post Secondary Options for Students with Disabilities

Project Director: Kiernan, William E.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Children's Hospital of Boston
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Boston, MA 02115
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Purpose: The Institute for Community Inclusion and the Federation for Children with Special Needs will work collaboratively with five school districts and five community colleges statewide to develop typical postsecondary options for their youth with disabilities, ages 17 to 22, to develop postsecondary options that enable students with signficant disabilities to share adult options with their nondisabled peers.

Method: The project will directly link with the school-to-work partnerships in each of the five demonstration sites and will utilize promising practices from the field, such as integrated technology, differentiated instruction, project-based instruction, and cooperative learning. The model will employ peer mentoring and student-initiated learning experiences and will build a learning community intended to work with and complement the range of choices that colleges offer.

Products: The project will assist 25 students with severe disabilities to choose, enter, and successfully complete community college. It will train a minimum of 500 family members statewide on the types and importance of age-appropriate options for postsecondary students with disabilities. Five model demonstration sites will be developed to build partnerships between five community colleges and five local school districts so that students with severe disabilities are better prepared for postsecondary education. A postsecondary school network will be formed, composed of practitioners, parents, college personnel, and representatives from relevant agencies and service delivery systems. A model demonstration will be developed and disseminated statewide and nationally.

Grant Number: **H324M980096**

A School-Based, Family-Focused Interagency Program to Serve Young Children At-Risk for Emotional and Behavioral Disorders

Project Director: Epstein, Michael

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

University of Nebraska
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Lincoln, NE 68588-0430
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Purpose: This project is a school-based, family-centered interagency-services approach to early intervention that emphasizes effective collaboration. This collaboration will be implemented at the school level through teacher assistance teams, service coordinators, interagency family planning teams, and unified service plans.

Method: The focal point of all the service efforts will be the inclusion of the family to help achieve successful school and life options for young children at risk for or with emotional disorders. Parallel to these services, the school will place at-risk children in educational settings where instruction will be based on effective instructional practices and involve these children with appropriate peers.

Products: After the model is evaluated for effectiveness, training materials will be made available to national organizations and information clearinghouses.

Grant Number: H324M980108

A Developmentally Based Preventive Reading Intervention for Children Placed at Risk for Reading Disabilities

Project Director: Fredrick, Laura; Greenberg, Daphne; Morris, Robin

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

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Purpose: This project evaluates the effectiveness of a theoretically motivated preventive treatment for children identified as at risk for reading disabilities. The treatment is based on evidence that reading disabilities are primarily due to two core linguistic deficits (phonological awareness and retrieval/access speed) and a more general metacognitive control problem.

Method: The project will target children in kindergarten, first, and second grades who are at risk for developing reading disabilities. It will use a modified cross-sequential design to evaluate the timing and developmental appropriateness of early intervention and the amount of instructional time required for such interventions to be the most effective. This design also allows for the evaluation of the program's impact on both early developing reading skills and the development of reading fluency and beginning reading comprehension skills, along with other developmentally related language and cognitive skills.

Products: The information gathered by this project will expand research-based knowledge and strategies that will promote excellence in reading education for children identified as at risk of educational failure due to reading disabilities. The study will also describe the perceptions of teachers, parents, and students toward the program; if these perceptions are positive, improved reading performances of the students involved should follow. The project will analyze general education teachers' effectiveness in delivering a preventive reading intervention to children identified as at risk for reading disabilities.

Grant Number: H324M980109

Personal Accommodations Model: Accommodating Students with Disabilities in Postsecondary Settings

Project Director: Mellard, Daryl

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Kansas
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Purpose: This project uses a personal accommodations model (PAM) to help provide access to and success within postsecondary school situations for students with disabilities. The model uses a learner-based approach to address barriers associated with the recruitment, enrollment, advisement, and instruction of students, where accommodations are matched to learners' needs, strengths, and goals, not to their disability.

Method: Staff and students from community college and vocational school settings in three states will participate in the project. The project will develop collaborative relationships with stakeholders, develop the PAM to include nine colleges, and field test and revise the model with the nine new sites. The model will be developed so that it can be replicated in other settings (e.g., four-year colleges and universities, adult education programs, and literacy programs).

Products: Among the PAM products are a policy handbook for staff regarding legal rights and responsibilities of both students and the institution; a staff handbook on procedures, materials, and resources that will guide the accommodation of students; a student handbook on their rights, responsibilities, and on using accommodations to reach their goals; and staff development materials and resources that support replication of the PAM in other postsecondary settings.

***Grant Number:* H324M980126**

Movement to Postsecondary Settings: A Model Program for Secondary Students with Learning Disabilities

Project Director: Flexer, Robert; Cook, Bryan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This demonstration project links together state of the art instructional practice at the secondary level along with improved career development and job training strategies. It proposes to improve linkages and coordination strategies among Kent State University, local education agencies, and joint vocational schools.

Method: The project will: develop and implement training of 90 high school teachers and postsecondary faculty in content enhancement strategies and life-centered education; develop and implement a transition/futures planning program for 90 students which emphasizes student and family involvement and a summer prep and academic year cooperative program that will provide postsecondary experiences; and develop, evaluate, and replicate the model, materials, manuals, and articles, by disseminating information on training methods and program features.

Products: This project will have a direct effect on transition services in Stark County, Ohio. The secondary and postsecondary institutions involved in the project will become more effective in meeting the needs of students with learning disabilities and better able to use transition planning and career awareness activities to foster improved outcomes in employment and career choice for these students. By developing the collaborative enrichment program, education programs will increase their capacity to develop and deliver appropriate secondary and postsecondary educational and vocational services.

Grant Number: **H324M980127**

Accelerating Children's Competence in Early Reading and Literacy — Schoolwide Project (ACCEL-S)

Project Director: Simmons, Deborah C.; Kameenui, Edward J.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This project will develop, implement, and evaluate the effects of customized, school-wide intervention models on the reading achievement of students with learning disabilities in grades K-3 over a four-year period.

Method: The ACCEL-S (Accelerating Children's Competence in Early Reading and Literacy — Schoolwide) model recognizes the multiple contexts that influence learning and the necessary "fit" of each to the whole of reading achievement of the school. Four schools with high percentages of students receiving special education services will be involved in the project to address contextualized service delivery issues. In the first year, the schools will design and implement customized intervention models for kindergarten, and each subsequent year, a new grade will be added, culminating in a comprehensive K-3 model that will allow for an intensive longitudinal study. Over the four years, 64 teachers, 192 students with learning disabilities, and 128 average achieving students will participate in the program.

Products: Reading achievement will be measured longitudinally using various measures and the project will analyze corollary measures of teacher satisfaction and efficacy, family satisfaction and literacy priorities, school outcomes, and model costs to provide profiles of the efficacy of the multiple models. For replication and application of valid models, detailed procedures and materials will be produced and disseminated, including videotaped classroom applications of strategies, procedural manuals, and technical reports.

Grant Number: **H324M980132**

ECCSPLORe-IT

Project Director: Hutinger, Patricia

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: The major goal of the Early Childhood Curriculum Support Predicting, Listening, Observing, and Recording—Integrating Technology (ECCSPLORe-IT) project is to develop, test, and disseminate a replicable math, science, and social studies curriculum that integrates technology. The target population is three to eight year old children with mild to severe disabilities, their families, and program staff. Based on the importance that technology applications have in addressing the educational needs of young children with disabilities and their families, the model will incorporate a wide range of interactive multimedia software applications along with off-computer materials and activities targeting science, math, and social studies concepts and skills young children need to acquire. Creating opportunities to use and to produce interactive software that emphasizes acquisition of rich conceptual knowledge of math, science, and social studies is a major focus of the model.

Method: This project is collaborative among four entities: Macomb Projects at Western Illinois University, and early childhood special education classrooms in Macomb, Beardstown, and Rushville, Illinois. During the first year, the demonstration site will be in Macomb, followed in the second year by Beardstown and the third by Rushville. Demonstration site personnel will receive training on technology applications centering on math, science, and social studies skills and use of adaptive peripheral devices during two 2 1/2-day workshops. Additional training, support, and technical assistance will be provided by phone, a World Wide Web site, and in person. Curriculum activities will be demonstrated by project staff during weekly visits made to each demonstration site in the site's first year of participation. Later, project staff will observe site staff implementing the model and assuming increasing responsibility for model activities. Classroom activities will be videotaped for content analysis. Immediate feedback will occur, along with scheduled data collection in the form of children's portfolios, developmental checklists, staff competencies, site satisfaction, family satisfaction evaluation, and other measures. Some activities will involve "Logo," a computer language that targets problem solving skills. A variety of innovative instructional strategies will be provided to families and staff at demonstration sites. The project's "Family to School Connection" activities will serve as a bridge between home and school.

Products: The anticipated number to benefit from this project is 320, including 159 children, 151 families, and 10 staff. Information about the model will be disseminated through staff development workshops, presentations at state and national conferences, journal articles, an interactive satellite broadcast, information posted to the Macomb projects page on the World Wide Web (www.mprojects.wiu.edu), and an ECCSPLORe-IT World Wide Web site.

Grant Number: **H324M980146**

Washington Assessment and Intervention Project for Students with Emotional Disturbance

Project Director: Cheney, Donald

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This project will develop four comprehensive model demonstration sites in the state of Washington that meet the needs of children with or at risk of emotional disturbance. Structures and strategies will be developed to support school-based and community-based delivery systems that address national and state targets. The model will emphasize interagency collaboration, early intervention, and cultural sensitivity.

Method: School and classroom-based interventions will be used in elementary schools to decrease discipline problems, and community-based teams will be used to enhance the service delivery system for students with emotional disturbance and their families. Twenty students at risk of emotional disturbance and ten students with emotional disturbance will receive comprehensive assessments, curricula, and service to meet their educational, social, and emotional needs.

Products: Professionals involved will receive ongoing professional development, and families will be provided a menu of options for support and education to enhance their social support networks with other parents, to expand needed resources, and to support positive parenting skills. By the end of the four years, the four project schools are expected to be model program schools for dissemination of their approaches to schools in their region of the state.

Grant Number: H324M980154

Asian Family Collaboration Project: Facilitating Language Development in Young Children with Disabilities and Limited English Proficiency

Project Director: Cole, Kevin; Maddox, Mary

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: The Washington Research Institute will develop, implement, evaluate, and disseminate a model demonstration project to: 1) optimize the first and second language development of young children with disabilities who come from Asian backgrounds and are limited in English proficiency, and 2) enhance the ability of parents and staff to collaborate effectively in assisting the children. This population has increased significantly over the past ten years, and is greatly at risk for delayed language in both English and their first language.

Method: The project will accomplish the following nine goals: 1) develop, field test, and evaluate methods and materials which will enhance the ability of service delivery staff to facilitate language and emergent literacy development in children in a variety of placement settings; 2) provide staff with strategies and materials designed to allow them to share information with parents, enabling parents to use the strategies with their children in their first language; 3) develop videotapes of strategies in four Asian languages (Vietnamese, Cambodian, Korean, and Lao); 4) develop methods and materials regarding cultural sensitivity designed to increase staff ability to work successfully with parents of Asian minority backgrounds, and to develop comparable materials for parents, providing them with information about the culture of American schools and other settings; 5) develop methods for interpreter use in presenting materials to parents with limited English proficiency; 6) develop methods and materials to promote "training of trainers" for key staff; 7) collect short term and follow-up evaluation data that document the impact of the model with staff and parents; 8) collect short term and follow-up evaluation data on the first and second language development of target children; and 9) replicate and disseminate the model in a variety of settings.

Products: Through the use of direct training, training of trainers, distance learning, and videotape and materials distribution, the materials and procedures developed by this project will be used by hundreds of staff, who in turn, will transmit the information to many parents to assist their children more effectively. During the model development period, the project staff will work with approximately 35 staff members who will present the model to at least 70 parents. In year two, 50 staff members will present the model to at least 100 parents. In year three, 80 staff members will present the model to 160 parents. In year four, 100 staff members will be trained directly, and another 100 staff members will be trained through a distance learning pilot dissemination. These 200 staff members will impact an additional 400 parents.

Grant Number: **H324M980173**

First Words Project

Project Director: Wetherby, Amy M.; Goldstein, Howard

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Florida State University
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Purpose: The First Words Project is a model demonstration project to develop, implement, evaluate, and replicate a system for the early identification of children with communication disorders and the provision of early intervention. This project consists of two components that aim to demonstrate the effectiveness of a transdisciplinary, interagency collaborative referral and evaluation process based on the Communication and Symbolic Behavior Scales (CSBS) model and to develop a family-guided menu of service options for infants, toddlers, and families.

Method: The "early identification component" will demonstrate the effectiveness of a referral and evaluation system for early identification of children at risk for developmental disabilities using multiple measures of communication and language development, based on collaboration with families and child care and health care facilities. Measures of prelinguistic parameters will be used to identify and follow children based on information gathered from a referral checklist distributed through health care and child care facilities, a caregiver questionnaire (CQ), and a behavior sample of the child and caregiver. During each year of this project, 40 children (ages 9-18 months) will be identified as at-risk for having a communication disability based on performance that falls more than 1 standard deviation below the mean on the CQ. The "early intervention component" will consist of a menu of service options: 1) family education and support services that may be preventative and include parent education group meetings in the community, parent education modules disseminated to families and service providers, resource and referral databases, and parent support and networking groups; 2) individualized, family-guided early intervention programs for children with developmental delays to be documented by an Individualized Family Service Plan (IFSP) and implemented in the child's natural environment at home or child care settings; and 3) referral systems, transition planning, and transition support. The project will enroll at least 20 families per year in this component to ensure a total of 80 families served over four years. The intervention will be individualized through a family-guided assessment of the communicative environment. Parents will be essential partners in the identification of specific concerns, intervention planning, and evaluation of outcomes. Social validation measures will assess the extent to which families find the intervention strategies acceptable and feasible and whether treatment effects are perceptible and valued by other parents and professionals. This project will demonstrate the short and intermediate effects of an early intervention program to prevent and ameliorate communication deficits and associated sequelae. During the first three years of the project, First Words will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and practitioners. During the fourth year, the project will be further refined and replicated in rural counties surrounding Leon.

Products: Results will reach practitioners through local, state, and national levels through inservice workshops, conference presentations, short courses, and the distribution of training materials. The "CSBS Checklist" will become public domain and will be made available to health care and day care practitioners through conference presentations, publications in interdisciplinary journals, and the Internet. A First Words Project World Wide Web home page will be established for dissemination of information on early identification and intervention. Training materials will be developed, including videotaped case examples, and written documentation will be designed for practitioners in diverse disciplines. For parents, the project will develop 10 parent education modules on topics considered high priority by families of young children with disabilities. These materials will utilize a format that will guide Family Facilitators in assisting other families to explore specific issues, such as communicating with professionals, the IFSP process, sibling issues, visiting preschool programs, etc. The modules will be developed for low literate consumers and will be ethnically and culturally sensitive. For researchers, proposals for presentations of evaluation results will be submitted to professional organizations with interest in special education and communicative disorders.

Grant Number: **H324M980174**

Research and Innovation in Natural Environments Project

Project Director: Fewell, Rebecca R.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This model demonstration project will develop a plan to provide inclusive early intervention services to children with special needs who are under the age of three years. The project will enable 110 infants and toddlers with special needs to receive extensive early intervention services in a natural environment, i.e., a private child care setting. The goals of this project are: 1) to measure the impact of this model through pre and post comparisons of child change and comparison of change to that of comparable participants in a previous segregated model; 2) to measure changes in family satisfaction; 3) to compare the cost of this model to that of a segregated model; and 4) to disseminate findings and materials that will enable others to replicate the model.

Method: Five features of this project include: 1) the early intervention services will be in a setting that was previously segregated; 2) the services provided are unusually intense: they are provided for a minimum of 5 hours and a maximum of 10.5 hours per day, year round; 3) the services provide high quality intervention, using a multidisciplinary team, and are provided to all children, therefore children with special needs will receive quality resources; 4) the families of the typically developing children pay full price for their child's services and they self-select the program; and 5) three large data sets, gathered previously, will permit cost-effectiveness research that extends beyond what is possible given the limited funding. The project's strategies are drawn from multiple theoretical perspectives, and they reflect a sensitivity and awareness of the cultural and demographic characteristics of the target audience. These strategies are clearly reflected in one commercially available curriculum, the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Curriculum for Birth to Three Years, Volume 2 (Cripe, Slentz, & Bricker, 1993), which will be used by the project staff. The sample for the intervention group will include three cohorts of 70 children, a majority of whom will have special needs. All children will be at least nine months of age at entry and will be 36 to 47 months at exit. The final subject population for the final evaluation questions related to the comparison of outcomes of children in the natural environment will be approximately 150 with a range from 145-160.

Products: The project staff plan to move this community program into a national model, evaluate it using advanced statistical tools, summarize and disseminate the findings, and prepare the model to be replicated by others in future years. Findings of this program will be disseminated through journals, conference presentations, task forces, policy meetings, and discussions with peers across the nation.

Grant Number: H324M980176

A Systems Approach to Paraprofessional Development and Support

Project Director: York-Barr, Jennifer

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2002

University of Minnesota
Institute of Community Integration
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Purpose: The Institute on Community Integration at the University of Minnesota, in partnership with the Saint Paul Public Schools and the St. Cloud Community Schools, has developed a project that focuses on understanding and addressing the issues involved in the development of paraprofessionals who support students with disabilities in inclusive schools. This project addresses the content, process, and context components of paraprofessional development at the site-based and system-based levels.

Method: The project plans to: 1) refine a multi-level model of paraprofessional support and development; 2) pilot the model of paraprofessional support and development concurrently in an urban district (Saint Paul Public Schools) and an out-state district (St. Cloud Community Schools); 3) evaluate the effectiveness of the model from multiple perspectives: student, parent, instructional team members, and administrative (building and district); and 4) develop and disseminate findings (e.g. models, key learning and strategies, materials) to interested audiences locally, within Minnesota, and nationally.

Products: The Institute on Community Integration has an extensive local, regional, national, and international communications dissemination network that will support the types of dissemination activities appropriate for this project (e.g., monographs, policy briefs, newsletters, World Wide Web sites, and brochures). This network will be utilized extensively to target members of the following audiences: direct service staff, parents and families, administration, policy makers, potential trainees, and academic peers.

Grant Number: H324M980187

Layers of Intervention for Children with Reading Disabilities

Project Director: O'Connor, Rollanda

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This project is a four-year model demonstration to provide successive layers of intervention to children with learning disabilities and other disabilities that interfere with reading acquisition during the primary years.

Method: The first intervention layer (grades 1-3) consists of enriched literacy instruction in special and general education classes. It builds phonological awareness, understanding of the alphabetic principle and application of these understandings to reading and writing words. The reading progress of the children in this layer will be monitored and children who do not respond well will receive layer 2 intervention, consisting of small group instruction that scaffolds student performance to increase participation levels and reading skills. Children who make minimal progress in this layer of intervention will receive Layer 3, individually designed tutorial instruction that uses the ongoing measures of reading progress to titrate instruction that proceeds from an individual child's understanding of the reading process. Over the course of the project, supported inservice will be provided to special and general education teachers, teaching assistants, and parents of children with disabilities in grades K-3.

Products: During its final two years, the project will identify the most effective strategies for each layer of intervention across each grade, and will prepare a manual that describes these strategies. Project personnel will collaborate with two school sites to institutionalize the measurement routines and interventions. The successes and pitfalls of this effort will be identified, the coordination among service providers and families will be described, and the resources needed and effective training procedures will be identifed.

Grant Number: **H324M980195**

Life Transitions for Youth with Acquired Brain Injuries

Project Director: Sample, Pat

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Colorado State University
Center for Community Participation
Dept. of Occupational Therapy
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Purpose: The Life Transitions project will work with four school districts along Colorado's front range region to develop, implement, evaluate, and disseminate a Life Transition Model which will provide identification, reentry, school supports, transition planning, and case management of youth with acquired brain injury (ABI). The project is an innovative, coordinated approach to providing special education and related services to secondary students with ABI.

Method: The activities of this project will include: 1) convene an Interagency Brain Injury Team (IBIT) including consumers; 2) develop and implement a screening tool for identification of students with mild/moderate ABI; 3) assist schools, families, and students in transition planning and follow-up supports; 4) promote empowerment of students with ABI and their families to become self-advocates; 5) develop and implement a school-based intervention strategy including the reentry process; and 6) administer, disseminate, replicate, and evaluate the project in an effective manner.

Products: The Life Transitions Model will serve as a guide to school districts across the nation on identification, reentry, educational and support services, transition, and postsecondary supports for students with ABI. This comprehensive service delivery model will be easily disseminated and replicated through a Family Resource/Training Manual and a "Life Transitions Model" Manual which will describe a step-by-step process for creating a service delivery model that addresses the unique, but often overlooked, needs of students with ABI. These training and resource materials will be disseminated. Inservice training at other schools will also occur.

Grant Number: **H324M980197**

Project Open House: Systems Change to Support Early Childhood Inclusion

Project Director: McInerney, William; Dinnebeil, Laurie

Beginning Date: Jan 1, 1999
Ending Date: Dec 31, 2002

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Purpose: Project Open House will enhance developmental outcomes for young children with disabilities in community-based early childhood education (CBECE) settings through the provision of 1) formal training experiences for CBECE teachers and 2) support of a peer coaching model involving CBECE teachers and early childhood special education (ECSE) teachers employed by participating local education agencies (LEAs). The primary goals of this project are: 1) to support the successful inclusion of young children (aged three to six years) with disabilities in community-based child care homes or centers through educational reform efforts that include use of permanent substitute teachers used to release CBECE and ECSE teachers from classroom instruction to work together in a peer coaching relationship; 2) to develop and implement professional development opportunities that are designed to efficiently and effectively improve CBECE teachers' knowledge, skills, values, and attitudes related to early childhood inclusion; 3) to assess the impact of the project on participating children, families, teachers, and administrators using a range of outcome measures; 4) to support CBECE teachers' active participation on target children's individualized education program (IEP) teams; and 5) to develop and disseminate materials and procedures necessary to successfully replicate the model of educational reform and professional development with families, teachers, and administrators in six additional LEAs.

Method: The peer coaching process will focus on infusing validated intervention strategies and environmental modifications into CBECE settings. The project reflects an educational paradigm shift as LEAs extend educational services to community-based programs. There are four populations served by this project: 1) families of preschoolers with disabilities who are simultaneously enrolled in early childhood special education (ECSE) classrooms and center- or family-based early childhood settings such as child care or preschool programs; 2) target preschool children; 3) community-based early childhood (CBECE) teachers who care for and teach these children; and 4) ECSE teachers who also care for and teach these children. The model will be developed in an urban/suburban setting, with replication sites reflecting rural/suburban LEAs.

Products: The project will result in professional development opportunities for CBECE and ECSE teachers. Project staff will disseminate project results through presentations at national, regional and local conferences, mailings to interest groups, and the use of an electronic World Wide Web site.

Grant Number: **H324M980207**

Individualizing Inclusion in Child Care

Project Director: Wolery, Mark

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a model for individualizing inclusion in child care. The model has three components: 1) use of ecological congruence theory to plan child assessments, 2) use of operating principles related to implementing instruction, and 3) application of help-giving practices to the behavior of intervention teams.

Method: The project has three objectives: 1) develop, implement, evaluate, and disseminate a model that teachers and specialists can use to address Individualized Family Service Plan and Individualized Education Program goals in an individualized manner in ongoing and meaningful activities in full-day child care; 2) develop, field test, and disseminate an instrument to assess the quality of individualized inclusion in full-day child care; and 3) prepare materials and procedures for helping other child care providers to replicate the model and use the quality of inclusion instrument. The project will be implemented in the Frank Porter Graham Child Care Program and another community child care center. The participants will include young children from infancy through four years of age, parents of those children, persons with disabilities, and child care teachers and special services staff.

Products: The expected outcomes are: 1) a model that has been evaluated and can be replicated in other sites; 2) an instrument for evaluating the quality of inclusion efforts; 3) materials (manuals and videotapes) for training others to use the project model; and 4) written descriptions (chapters, articles, etc.) about the model's applications.

Grant Number: **H324M980219**

Project SUCCEED in Head Start

Project Director: Friesen, Barbara; Saifer, Steffen

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: This demonstration project combines the capacity and commitment of parents, Head Start staff, and formal and informal community resources to improve the life chances of young children who have or are at risk of emotional and behavioral problems.

Method: The program elements are framed within an ecological perspective, social learning theory, and a strengths-based approach which involves adaptation of proven curricula to help family members and Head Start staff to intervene effectively with children; use of the partners as curriculum reviewers, trainers, and coaches; an enhanced family support capacity; direct intervention with children; augmentation of existing Head Start transition to kindergarten; and expansion of community involvement in meeting the needs of young children and their families.

Products: Through the project family and staff will be trained to provide effective services to children with emotional and behavioral problems. Therapeutic care will be provided to children while parents attend the training. The cooperative communities created by the project will involve parents and personnel from local and state advocacy and government agencies to increase the capacity for service for children with mental health needs.

Grant Number: **H324M980223**

Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

Project Director: Shapiro, Beppie

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Hawaii
University Affiliated Program
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Purpose: The Hawaii University Affiliated Program and state Department of Health (DOH) will develop, implement, and evaluate innovative Child Find strategies to address under-identification and under-referral of infants and toddlers with special needs. The goals of this project are: 1) to develop and demonstrate strategies to communicate to direct service providers the importance of, and indications for, early referral, and how to talk to parents about concerns; 2) to develop and demonstrate innovative strategies to raise direct service providers' awareness of eligibility, services, and referral pathways; 3) to evaluate the effectiveness of these strategies; and 4) to disseminate project findings and products.

Method: With families as partners, culturally sensitive strategies will be developed based on the 1997 Evaluation of Part H Child Find in Hawaii (CFE97) data and recommendations, innovative strategies from other states, and focus groups of families and providers with Filipino ancestry. Strategies will be piloted and evaluated using CFE97 measurement strategies and baseline data. Strategies will be modified as necessary, implemented in six geographically diverse communities and assessed again.

Products: Three dissemination formats will be used: written reports of project process, findings, and materials available; oral/visual presentations to interest groups; and a World Wide Web page on the project.

Grant Number: **H324M980224**

POWER—Providing Options for the Workplace, Education and Rehabilitation

Project Director: Rickard, Patricia L.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Foundation of Education Achievement
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Purpose: Project POWER will provide strategies to enable students who have developmental disabilities to participate in programs designed to obtain and maintain successful and long-term employment at the community college level. POWER will: 1) replicate a successful employability and transition model that provides skills for career development, workplace basics/community integration, as well as use of natural supports; 2) provide training and technical assistance primarily through distance learning/teleconferences and disseminate the results; and 3) evaluate the ongoing effectiveness of the new training model for enhancing transitional services linking education, employers, and rehabilitation.

Method: The POWER model will be replicated in four community college supported employment programs (Iowa, North Carolina, California, and Arizona). The employability and transition model to be replicated, disseminated, and evaluated through this project focuses on building individual strengths as well as identifying specific competencies and supports needed in instruction and training. The components of the model are: 1) a comprehensive training plan that includes a curriculum and assessment strategy; 2) transfer of skills and supports needed into specific objectives for the Individual Education Plan (IEP); 3) collaborative strategies among the community college, secondary programs, adult service agencies including vocational rehabilitation, and employers; and 4) use of natural supports such as parents/guardians, friends, instructors, job coaches, employers, co-workers, and adult service providers, to enhance success at the college and at work.

Products: Approximately 300 students who have developmental disabilities, primarily aged 18 to 21 (40 percent of whom are from minority backgrounds), are anticipated to be served by the end of this three-year project, in community college programs in which they will be prepared for work placements/supported employment and for networking with community college staff, employers, rehabilitation personnel, and other natural supports. The project will enable: 1) students to obtain and maintain meaningful work and community experiences; 2) staff to acquire meaningful strategies for writing IEP objectives, restructuring course offerings, and providing related assessment for individual and program accountability; 3) adult service providers to determine needed support services for successful and long-term employment; and 4) employers to use their own workers to provide social supports and networks for workers who have developmental disabilities. Dissemination of project results will focus on using an existing CASAS National Dissemination Project for training/technical assistance and access to materials.

Grant Number: **H324M980229**

Paraprofessional Support of Students with Disabilities in General Education

Project Director: White, Regina H.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 1999

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Purpose: This project will address the development, implementation, and evaluation of a model for the effective use of paraprofessionals to support students with disabilities in general education classes.

Method: The model is based on a set of seven conceptual framework components (e.g., determining the need for a paraprofessional; orienting paraprofessionals to their job responsibilities; implementing and supervising instruction of paraprofessionals; evaluating the impact of paraprofessional support). The model includes 10 steps that can be used by teams of school personnel to operationalize and individualize the conceptual framework components, as well as statewide guidelines and standards for paraprofessionals, in ways that meet unique needs of schools. This approach provides a model that can be effectively replicated throughout Vermont and nationally. The design of the project calls for close collaboration among staff of the University Affiliated Program of Vermont, the Vermont Department of Education, a statewide Paraprofessional Task Force, and personnel in model demonstration schools across the age span from preschool through high school. Development and refinement of the model will occur during the first two years of the project at the model demonstration sites, followed by phased-in statewide implementation in the project's third and fourth years. Evaluation data collected at model demonstration sites will be used to improve the model and will be disseminated nationally in a variety of formats.

Products: Culminating activities would include an overall analysis and synthesis of the data collected based on both the model demonstration sites and statewide implementation. This data would be reported and used to update the state guidelines, processes, and materials to reflect what has been learned. Project findings will be summarized into a manual that would allow replication. Information will be disseminated statewide in Vermont and sent for national dissemination through the ERIC Clearinghouse.

Grant Number: **H324M980232**

Creating Partnerships between Pediatricians and Early Interventionists for Child Find: PEDI-Link

Project Director: Capone, Angela

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

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Purpose: The purpose of the PEDI-Link model is to: 1) positively impact statewide child find efforts for infants and toddlers (birth to three); 2) enhance the capacity of pediatricians and family practitioners to participate in statewide child find efforts; and 3) strengthen the partnership among pediatricians, family practitioners, and early interventionists relative to the identification and referral of young children (birth to three) at risk for or with identified disabilities.

Method: The project aims to: 1) increase the number of infants and toddlers who are identified and linked to appropriate services; 2) establish a partnership among pediatricians, family practitioners, and early interventionists; 3) design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services; 4) design, implement, evaluate, and disseminate training materials to prepare early interventionists to assume the roles and responsibilities of the PEDI-Link Liaison developed during field-testing and replication phases of the PEDI-Link model; and 5) build the capacity of the state to establish and institutionalize a statewide partnership among pediatricians, family practitioners, and early interventionists relative to the implementation of quality child find activities.

Products: This project has two dissemination objectives: 1) to disseminate information throughout the country describing the need for and effectiveness of partnerships between pediatric practitioners and early interventionists for child find; and 2) to disseminate project activities and materials so that the PEDI-Link model can be replicated throughout the country. The project will disseminate a variety of information products, including brochures, presentations, newsletters, and journal articles, depending on the target audience. The target audiences include parents/families, early intervention professionals, pediatricians, family practitioners, medical residents, and schools of medicine. Project staff will: 1) publish a brochure describing the project for dissemination nationally through the National Early Childhood Technical Assistance System (NEC*TAS); 2) make presentations at national conferences (e.g., Zero to Three, Division for Early Childhood); 3) prepare publications for appropriate journals (e.g., Journal of Pediatrics, Topics in Early Childhood Special Education, Infants and Young Children); and 4) disseminate information through a PEDI-Link World Wide Web site which will be established and updated bimonthly.

Grant Number: **H324M980245**

Teaching Orientation and Mobility Skills to Deaf-Blind Children Using Computer Generated Simulated Sound Environments

Project Director: Inman, Dean

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Oregon Research Institute
1715 Franklin Blvd.
Eugene, OR 97403
Voice: (541)484-2123

Purpose: This project will create, implement, and evaluate a series of computer-simulated, three-dimensional sound environments that will have special features built in to teach orientation and mobility (O&M) skills to children who are deaf and blind. This population of children, who have severe visual impairment (light perception only or totally blind) with a concomitant hearing loss which is moderate to severe, presents unique O&M training problems that are sometimes the most difficult in the field of special education. O&M training in real-world situations is time consuming, sometimes risky, and limited to the number of environments available to the student and the O&M training specialist. Training complex sensory-motor skills can be done effectively and safely in computer-simulated environments which are 1) unlimited in terms of the different types of training simulations that can be created for the learners, 2) safe, 3) cost-effective, and 4) provide learners with repeated guided and unguided practice. Simulated environments can also accent specific sensory information while diminishing perhaps confusing background information, until the learner knows what to "listen for". Then the computer can slowly change the signal to noise ratio until the simulated situation matches the real world situation on which it is modeled.

Method: In the first twelve months, the project staff will create an instructional tool for teaching O&M skills to blind children using computer-generated, three-dimensional sound environments modeled after the real world. The prototype system will be developed at the Oregon Research Institute in Eugene, Oregon, and tested using blind volunteers. At the beginning of the second year, the system will be exported to the Oregon School for the Blind in Salem, Oregon, which serves blind and deaf-blind students. The project staff will also create at least two additional acoustical worlds. In the third year, the project staff will shift its focus and begin working with students who are deaf and blind and modifying the material as needed to accommodate the concomitant hearing loss. Staff will begin creating the documentation necessary for exporting the training model to three outlying schools. In the fourth year, the staff will export the training model to at least five schools providing O&M training programs for deaf-blind students. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment.

Products: A manual for implementing the strategies found to be effective will be written, with special emphasis on guidelines for implementing the program in public schools. All written products will be made available on the Internet through the project's World Wide Web page. Articles will be submitted to professional publications for both scholarly and practitioner-oriented audiences in a number of relevant areas: 1) technology-oriented publications; 2) content-area publications; 3) special education publications; and 4) publications focusing on blind individuals. Project staff will present at state, regional, and national conferences.

Grant Number: **H324M980250**

Maximizing Opportunities by Demonstrating Effective Learning (Project MODEL)

Project Director: Fanning, Robert

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

Flint Hills Special Education Cooperative
216 W. 6th P.O. Box 459
Emporia, KS 66801
Voice: (316)341-2325

Purpose: The Flint Hills Special Education Cooperative has developed a model for systemic school reform with innovative strategies, supports, and services for implementing inclusive school practices. A broad-based leadership team composed of educators, persons with disabilities and parents of children with disabilities, university staff, and business/community representatives has developed the objectives and plan of operation for Project MODEL. These objectives include: 1) to establish and implement systemic reform to improve academic performance and results for students in inclusive settings; 2) to design and implement a unified strategy for reform to streamline supports and services for students in inclusive settings; 3) to collect and analyze process and outcome data for program improvement and to document innovative strategies, effective practices, and success in accomplishing project goals; and 4) to develop, document, and disseminate materials and information about the project.

Method: The multi-focused activities to support these four objectives involve: 1) the coordination of federal, state, and local supplemental funds; 2) the development of unique curricula and CD-ROM instructional modules; 3) the development of a comprehensive intervention services system that is headed by a Response Leadership Team; 4) the design of an array of inclusive school practices; 5) the alignment of curriculum/instruction/assessment with state and local standards; 6) the active involvement of students with disabilities and their families in the development of individualized education programs and in other home/school/community partnerships; and 7) the preparation of staff through learner-centered professional development focused through Individual Development Plans.

Products: As a result of participation in Project MODEL, the expected outcomes for students include increased performance on standards, portfolios of accomplishments demonstrating proficiencies, increased accountability for individual learning, and greater participation in inclusive settings by students with disabilities. Dissemination of the results of Project MODEL will occur through local, regional, state, and national dissemination networks by using technology-based and print-based media.

Grant Number: **H324M980258**

Strategies for Active Inclusion

Project Director: Rosenberg, Steven; Robinson, Cordelia

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Colorado Health Sciences Center
Department of Psychiatry/CO UAP Campus Box C-268-63
Denver, CO 80262
Voice: (303)315-0178

Purpose: The purpose of Strategies for Active Inclusion (SAI) is to demonstrate a model to increase active participation by students in grades 4 to 12 in inclusive, natural environment school settings for children with developmental disabilities. The decision process used is applicable to all inclusive educational, home, and community settings for children 8 to 21 years who experience barriers to active participation due to motor and sensory (low incidence) disabilities. Emphasis will be placed upon working with schools having a high proportion of students from minority settings.

Method: SAI will focus on implementing an interdisciplinary team in a problem-solving decision process to increase active participation by students with multiple disabilities. Particular emphasis will be placed upon analysis of student performance to develop developmentally appropriate, functional objectives for students with multiple disabilities whose active participation will be facilitated with the use of assistive technology. SAI will work with interdisciplinary teams from Colorado school districts that have minority children with low incidence disabilities enrolled. Teams will include administrators, teachers, related service personnel, and parents. Intervention services include presentations of core content, on-site intervention activities, and technical assistance in application of core content, continuing education credits, and independent evaluation of project.

Products: A number of individual products will be field tested and disseminated: 1) documentation of SAI's assessment and individual program planning approach to address barriers to inclusion, including barriers to the use of assistive technology, for learners with physical and/or sensory disabilities; 2) a detailed syllabus that will combine both didactic and hands-on training techniques, print, slide, as well as video materials to be used in teaching the model; 3) and written and video case studies illustrating the impact implementing procedures to increase learners' participation. Information and training will be disseminated through presentations of project products and results at state and national conferences, a World Wide Web site, etc. The project has the capacity through the Colorado Assistive Technology Project to produce all SAI products in alternate print formats and video products with captioning.

Grant Number: **H324M980268**

The High School High Skill Project

Project Director: Benz, Michael

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2002

University of Oregon
Research Services & Administration
5219 University of Oregon
Eugene, OR 97403
Voice: (541)346-1408

Purpose: The project will develop a model of secondary services for teaching students with disabilities the academic, occupational, and other transition skills necessary to gain access to high-skill jobs in the community. It will be implemented in the general education structure of the local school district's two high schools, using a recognized school-to-work transition program for youth with disabilities and integrated curricula for teaching academic and occupational skills within content area vocational and academic classes.

Method: The project will develop strategies for incorporating the district's Individualized Education Program transition planning process into the career planning process used to help all students plan their course of study in high school, for implementing integrated academic and occupational curricula within the general structure of the business and management occupational cluster, and for connecting the instruction that occurs in school to the overall transition needs of students through systematic, cumulative community-based learning experiences. The strategies used by the project are designed to meet the needs of students with and without disabilities.

Products: A total of 180 students each year will be served by the project (60 students with disabilities, 60 identified as at-risk, and 60 typical students without disabilities). The number of students with disabilities served by this project represents a 150% increase in the number of youth who will be accessing business-related academic and occupational classes.

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Outreach Projects for Children with Disabilities

Grant Number: **H324R980034**

A Statewide Support Network for Teachers of Children and Youth with Autism: KANSAS (Kansas Autism Network for Statewide Access Support)

Project Director: Myles, Brenda; Simpson, Richard

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Kansas Center for Research Inc.
Center for Research on Learning
3001 Dole Bldg.
Lawrence, KS 66045
Voice: (913)588-5955

Purpose: The purpose of KANSAS (Kansas Autism Network for Statewide Access and Support) is to develop a statewide information and resource network that will: provide technical assistance; serve teachers, related services personnel, early intervention personnel, administrators, and parents; and enhance the education of children and youth with autism.

Method: Assistance will be provided in a variety of areas and will be tailored to the needs of individual students. Examples of intervention areas include: implementing environmental modifications, developing communications systems, developing behavior change or enhancement programs, preparing students for transitions to the next school level or into adult life, and providing instructional techniques related to the education and behavior of children and youth with autism. Information will be delivered to educators to assist in developing effective teaching strategies through technical assistance programs such as onsite training, inservice programs, telephone support, and collaborative consultation with teachers, early intervention personnel, related services personnel, and administrators.

Products: KANSAS will provide direct assistance to 30 children and youth with autism annually. Project staff will train 15 mini-teams consisting of three professionals and parents who will be charged with transferring their training to others through direct assistance and inservice programs. By the end of this three-year project, a total of 90 individuals with autism will receive direct assistance and 129 mini-team members will be directly trained by KANSAS personnel. An additional 129 days of onsite technical assistance will be provided to children and youth with autism by mini-team members under the supervision of project staff. In addition, mini-team members will conduct 86 inservice trainings to school personnel and parents on developing skills to enhance the quality of life for children and youth with autism.

Grant Number: **H324R980036**

Promoting Self-Determination in Transition Programming: Implementation of the Steps to Self-Determination Curriculum

Project Director: Field, Sharon

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Wayne State University
College of Education
Detroit, MI 48202
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Purpose: This project addresses the need for curriculum and instruction in schools to promote self-determination of culturally and demographically diverse student populations. The College of Education at Wayne State University, in collaboration with local school districts, will implement the "Steps to Self-Determination" model and curriculum in 12 school districts in the states of Illinois, Massachusetts, and Utah. In addition to the intensive implementation efforts in the 12 school districts, broad dissemination strategies will be used in each of the three states and across the nation to extend the project's impact.

Method: "Steps to Self-Determination" is an 18-week instructional program developed for students with and without disabilities at the secondary level. It includes the following components: Know Yourself, Value Yourself, Plan, Act, Experience Outcomes and Learn. The schools selected to participate represent culturally and demographically diverse student populations. Project staff will work with each school to develop an individualized plan to promote self-determination in their setting. Participating schools will receive extensive inservice training and technical assistance support from project staff, which includes both the developers of the materials and site coordinators in each state. Videotape resources will be used to enhance training. Teachers who have successfully used "Steps to Self-Determination" in a wide variety of settings will be available to mentor teachers who are new to the curriculum. Curriculum implementation in each local district will also involve collaboration among school district staff, students, parents, and adult service providers.

Products: National dissemination of implementation strategies and results will occur through conference presentations, electronic bulletin boards, and newsletter and journal articles. A project web page and list serv will be established to disseminate information and to link teachers, parents, and students for problem solving and idea exchange. Dissemination efforts will be coordinated with state education agencies and transition systems change initiatives.

Grant Number: **H324R980040**

Project Achieve: Demonstrating the Impact of a Comprehensive School Reform Process to Improve the Academic and Social Progress of Disabled, At-Risk and Under-Achieving Students

Project Director: Knoff, Howard

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of South Florida
Psychological & Social Foundation
4202 E. Fowler Avenue FAO 126
Tampa, FL 33620
Voice: (813)974-3246

Purpose: Project ACHIEVE is a school reform project implemented in numerous schools that have large percentages of underachieving students who are at risk for academic and social failure and special education placements. The capacity of the project under this grant will be extended from the school-based level to the large-district level. Through its technical assistance and building-wide training focus, the project will continue to decrease student referrals to special education, decrease disciplinary problems, decrease grade retentions, and increase student achievement and academic skills through parent training and involvement.

Method: Project ACHIEVE involves a building-wide in-service training and implementation process that provides all school personnel with knowledge, skill, experience, and confidence in student-focused, intervention-based problem solving for academic and behavioral problems. Based at the University of South Florida, the project will extend these methods to three urban school districts, Baltimore, Cleveland Heights/University Heights, and Pinellas County. Project ACHIEVE will address the major service delivery components of IDEA, ensure interagency coordination at the demonstration sites, work for professional development and product development, and evaluate all components of the implementation process from various stakeholder perspectives.

Products: At the large-district level, the project will focus on student outcomes and evaluations and on replicating and disseminating information about its components.

Grant Number: **H324R980042**

Project BEAM: Promoting Lives that Shine. Outreach Training to Promote the Social and Adaptive Competence of Young Children Living in Urban Poverty

Project Director: Williamson, G. Gordon

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

John F. Kennedy Medical Center
Pediatric Rehabilitation Department
2050 Oak Tree Road
Edison, NJ 08820
Voice: (732)548-7610

Purpose: The purpose of Project BEAM is to promote the adaptive behavior and resilience of children and to support their families. Priority is given to children with special needs living in high-stress urban environments. The target populations for outreach training are professionals, paraprofessionals, and families from early intervention, preschool, and child care programs in designated urban areas.

Method: The project uses a model of training teams to disseminate its intervention frame of reference and employs validated methods of assessment and intervention to promote the social and adaptive functioning of children in natural inclusive environments. Teams from 15 agencies per year will participate in an institute that addresses coping-related content and training techniques. These teams will return to their individual agencies and implement on-site training. Project staff will provide co-teaching, consultation, and technical assistance to these teams.

Products: Project BEAM will institute an outreach training initiative to build the capacity of agencies to provide early intervention, preschool, and child care services for infants and young children from urban environments. Using the project model, over 2,000 practitioners and parents will receive direct training from the 45 agency teams. Workshops and conference presentations will be conducted as supplemental outreach activities.

***Grant Number:* H324R980045**

Preschool Stress Relief Project (PSSRP)

Project Director: Elder, Gloria

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Wholistic Stress Control Institute, Inc.
2545 Benjamin E. Mays Drive, SW
Atlanta, GA 30311
Voice: (404)755-0068

Purpose: This project provides stress management training consultation and educational materials to 200 teachers and 225 parents of preschool children with disabilities at multiple sites within five counties in Georgia in an effort to reduce preschoolers' risk factors and increase their resiliency factors.

Method: The project will provide outreach activities at six sites for classroom teachers with a two-day training on the Preschool Stress Relief Project (PRSSRP) model, follow-up activities, technical assistance, and educational materials to implement in the PSSRP model in the classroom.

Products: Three Training of Trainers workshops for 50 community teachers will be conducted. The PSSRP model will be replicated at six sites through training 200 teachers and 225 parents in stress reduction coping skills which will impact over 500 children with disabilities.

Grant Number: **H324R980047**

Collaborative Planning Outreach Project

Project Director: Smith, Barbara

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Colorado
Education/CCEL
Campus Box 123 PO Box 173364
Denver, CO 80217-3364
Voice: (303)620-4579

Purpose: In response to national data which reveals that less than 50% of young children with disabilities, ages birth to eight, are served in natural environments such as child care, Head Start, kindergarten, first and second grades, and Chapter 1 programs, and 40% of young children with disabilities are in separate classes and schools, the Collaborative Planning Project will provide outreach training and technical assistance on coordinated, interagency systems planning for increasing inclusion opportunities for young children with disabilities and their families.

Method: Training will focus on the Early Childhood Systems Planning Model. Over the three-year project period, ten collaborative, interagency teams, including family members, located in four states and the Navajo nation will receive training and technical assistance.

Products: Outcomes include: coordinated systems, blended resources, improved interagency coordination, and increased inclusion at sites that collectively serve 5,000 children and their families. Nationwide workshops will be conducted and a systems planning guide will be produced.

Grant Number: **H324R980058**

The CMI - Outreach Project

Project Director: Cushing-McWilliam, P.J.

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
300 Bynum Hall - CB# 4100
Chapel Hill, NC 27599-4100
Voice: (919)966-6010

Purpose: The purpose of the Case Method of Instruction (CMI)-Outreach Project is to expand the use of CMI in early intervention preservice and inservice personnel preparation.

Method: A three-day training program will be offered to instructors in each of six states in the U.S., with a one-day follow-up session scheduled approximately six months following the initial training. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progession of training activities to ensure adequate skills for conducting CMI after training; 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); and 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow through with their plans to use CMI and to train others in the method.

Products: The project will conclude with the development and broad-based dissemination of a "how to" manual to assist instructors in incorporating CMI into their training events, the publication of journal articles, the creation and maintenance of a Web page, and presentations at regional and national conferences related to early childhood special education.

Grant Number: **H324R980061**

Kentucky Assistive Technology Outreach Project (Ky-ATOP)

Project Director: Kerr, April

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Council for Retarded Citizens
Enabling Technology of Kentuckiana
1146 South Third Street
Louisville, KY 40203
Voice: (502)584-1239

Purpose: The Kentucky Assistive Technology Outreach Project (Ky-ATOP) will build and support the capacity of local school districts to implement assistive technology (AT) to meet the educational and developmental needs of children with disabilities. The information, training, and technical assistance provided by Ky-ATOP will enable local educators, professionals, and parents to make appropriate choices for the use of AT to meet the provisions of the Individuals with Disabilities Education Act.

Method: The project is operated by the Council for Retarded Citizens of Jefferson County through its two existing Regional Assistive Technology Resource Centers. Collaboration with partner organizations, particularly the Kentucky Department of Education and special education cooperatives, enables Ky-ATOP's activities to be integrated into the larger state system, enhancing overall delivery of services and leveraging additional resources in support of project goals. Ky-ATOP builds upon a strong state policy and funding infrastructure to pursue goals and objectives at the local and regional levels by: 1) enhancing the capacity of local school districts to implement appropriate assistive technology, and 2) building a sustainable regional network of practitioners and support personnel to provide ongoing assistance for local AT implementation. The project is based on proven models for local team development and assistive technology training developed by the Florida Assistive Technology Educators Network and the Macomb Department of Education. Local teams of educators, specialists, administrators, and parents receive an ongoing sequence of training and technical support to build their knowledge and skills in evaluating student AT needs and implementing appropriate AT solutions. At the same time, regional support for local efforts is enhanced by coordination of efforts among service providers and the formation of networks among participants and resource persons. The project targets 60 of Kentucky's 120 counties, containing 51% of its students with disabilities. Also included in the target region are three of the state's four counties with the highest percentage of minority students.

Products: Process outcomes expected from the three-year project include: information dissemination to over 20,000 educators, professional specialists, and parents in 60 of the state's 120 counties; training for 43 teams, totaling over 280 teachers, administrators, professional specialists, and parents from 40 to 60 counties in the target region; formation of networks whereby team members share information and provide team and role-group support; and over 10,000 person-hours of local system support, with particular focus on decision makers at the district and school levels. Impact outcomes include: increased use of AT

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devices by K-12 students with disabilities in participating districts; use of proven training materials and methods in local professional development in 40 counties in its target region; and increases in indicators of local system capacity (AT funds spent, administrative support, parent support, and use of regional resources).

Grant Number: **H324R980077**

Project WIN: The Web Inclusion Network

Project Director: Robinson, Suzanne

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Kansas
Center for Research on Learning
3001 Dole Bldg.
Lawrence, KS 66045
Voice: (913)588-5955

Purpose: Project WIN will provide outreach training to educators on the topic of validated, effective inclusion practices that address the needs of children and youth with disabilities in general education classrooms.

Method: A model World Wide Web site will be developed with multiple outreach functions, including showcasing exemplary inclusive program features from a variety of demonstration sites across the country, and offering ongoing technical assistance and quality online training. Project management will involve innovative strategies which capitalize on the capabilities of the Internet as well as involving face-to-face interactions, telecommunication, and mail strategies. Institutionalization of the project will be facilitated by linkages with key state agencies, programs, and organizations.

Products: The project will disseminate, via its Web site, strategies for training and supporting service providers and families.

Grant Number: **H324R980079**

Replication Model Navajo Assistive Technology Loan Program - Navajo ABLE

Project Director: Winnegar, Andrew

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

New Mexico State Department of Education
Division of Vocational Rehabilitation
435 St. Michael's Drive Building D
Santa Fe, NM 87505
Voice: (505)954-8521

Purpose: This project of the New Mexico Department of Education's Technology Assistance Program will implement the Assistive Bank of Loan Equipment (ABLE), providing assistive technology to serve children with disabilities living on the Navajo Nation.

Method: The project will: 1) establish an ongoing fund for the Navajo Nation to defray the costs for assistive devices needed by Navajo children with disabilities; 2) establish a working assistive educational equipment loan program compatible with the individualized family service plans for children ages birth- 3 years; 3) establish a functional assistive technology equipment loan program compatible with individualized education plans for children ages 3 through 21 with disabilities in school; 4) develop an assistive equipment loan program for Navajo youth with disabilities ages 18 through 21 years during their transition to postsecondary institutions; and 5) customize a software system tailored to Navajo needs to collect, coordinate, and disseminate information on the project regionally and nationally.

Products: The project will result in a model assistive technology program for children with disabilities that will be adaptable for other minority cultures and remote environments.

***Grant Number:* H324R980083**

Paraeducator Supervision Academy (PSA) - Outreach

Project Director: French, Nancy

Beginning Date: Sep 15, 1998
Ending Date: Aug 14, 2001

University of Colorado
Education/CCEL
Campus Box 123 PO Box 173364
Denver, CO 80217-3364
Voice: (303)620-4078

Purpose: The PSA (Paraeducator Supervision Academy) Outreach project will provide training to faculty and preservice students in schools and colleges of education, faculty in related services programs, staff developers and inservice school professionals, and parents in 30 replication sites. The primary goal of the training is to provide the PSA curriculum, instructional materials, and background knowledge to faculty who will prepare future professionals in the supervision of paraprofessionals.

Method: The delivery model relies on the creation of a multidisciplinary audience, including parents of children with disabilities, at the replication site. It will provide faculty with first-hand knowledge of paraeducator responsibilities and with materials for them to provide appropriate information to future teachers and related service providers. It will also assist staff developers in local education agencies (LEAs) to provide such training to inservice professionals.

Products: The project will demonstrate the PSA model at 30 replication sites and further disseminate it for use in the preparation of school professionals who supervise paraeducators.

Grant Number: **H324R980097**

National TEEM Outreach: Successfully Including Young Children in Kindergarten and Subsequent General Education Classrooms

Project Director: Fox, Wayne

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Vermont
University Affiliated Program of Vermont
340 Waterman Building
Burlington, VT 05405
Voice: (802)656-3360

Purpose: The purpose of this national outreach project is to support the inclusion of young children with disabilities in their local kindergarten and subsequent general education classrooms by disseminating and replicating a previously validated transition model, Project TEEM. The TEEM model promotes systematic transition planning from early childhood programs to kindergarten and beyond.

Method: The project will use the TEEM model of individualized transition planning to include at least 150 children with disabilities in kindergarten across 15 participating sites. The project will conduct a leadership institute every year at participating sites, provide on-site follow-up technical assistance, and establish a national advisory council composed of individuals who are actively involved in promoting inclusive education. Components of the project will be evaluated to assess impact on young children with disabilities, their families, educators, and schools, and these results will be disseminated statewide and nationally.

Products: Through this project, the TEEM model will be expanded to include transition planning services for many more children with disabilities and their families. The extensive dissemination efforts contained in the final stages of the project will ensure that the successfully evaluated components will be made available for interested parties throughout the country.

Grant Number: **H324R980102**

Parent Early Evaluation of Kids (PEEK)

Project Director: Squires, Jane

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Oregon
Center on Human Development
Office of Research Services & Administration
5219 University of Oregon
Eugene, OR 9 7403-5219
Voice: (541)346-2634

Purpose: The Parent Early Evaluation of Kids (PEEK) Outreach Project will assist state agencies, regional and tribal entities, and local health and education programs to develop comprehensive, low-cost systems for child-find and referral to special education services.

Method: The project will dissseminate information on child-find systems using parent questionnaires, educate participants about the purposes of screening, improve child-find efforts in targeted states through dissemination of a collaborative multiagency approach, and assist participants to evaluate child-find efforts.

To meet its goals, Project PEEK will use a train-the-trainer model, coordinated through early intervention and state directors of early childhood special education.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services, improvement of academic performance, and prevention of secondary delays. A valid and reliable child-find system using a parent-completed screening tool designed to screen and identify infants and young children at risk for developmental delay, such as provided by this project, will enhance the resources of states, tribes, local education agencies, and local service providers responsible for implementing child-find efforts and in creating large-scale, collaborative child-find systems.

Grant Number: **H324R980105**

CBSS Outreach Project: Computer-Based Study Strategies for Students with Learning Disabilities

Project Director: Anderson-Inman, Lynne

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Oregon
Center for Advanced Technology in Education
5219 University of Oregon
Office of Research Services and Administration
Eugene, OR 97403-5219
Voice: (541)346-2657

Purpose: The CBSS Outreach Project is designed to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing them with the skills and knowledge to use computers and other forms of advanced technology as tools for studying and learning. The focus of this outreach program is to disseminate information about using computer-based study strategies (CBSS) as an intervention and to provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Method: The outreach model for this project includes CBSS leadership institutes at participating outreach sites; hands-on workshops for teachers, parents, and administrators from participating schools; a continuum of technical assistance and follow-up activities using electronic and traditional means; an instructional World Wide Web site for follow-up assistance and education; and a World Wide Web-based course for in-depth learning and application to new environments.

Products: The project will increase the number of general and special education teachers who know about and teach CBSS, the number of parents of students with learning disabilities who are aware of and support CBSS, and the number of students who will use these strategies. It will disseminate information about using computer-based study strategies as an intervention for students with learning disabilities and provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Grant Number: **H324R980111**

Laying a Foundation for the Future: High School Students in Transition

Project Director: Doren, Bonnie

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Oregon
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Eugene, OR 97403 -5219
Voice: (541)346-1413

Purpose: This project will pilot an instructional strategy and curriculum for addressing the issue of how to promote self-directed transition planning for high school students with or without disabilities. This project has been extensively developed, evaluated, and revised with the help of 300 teachers and 5,000 students and their families in Oregon and several states throughout the country. The purpose of this outreach project is to focus on delivering the curriculum within inclusive settings involving collaborative instruction and demonstrated features available within the curriculum not yet widely practiced and thoroughly evaluated. The project staff will conduct outreach activities and extensive evaluation of the curriculum in both urban and rural sites in New York.

Method: The project staff will select participating sites committed to teaching transition planning using a collaborative instructional model within inclusive settings. Each site will include an instructional team within a school, consisting of a special education teacher, a regular education teacher, a parent/advocate, and one or more student leaders. Over the course of the project, 20 sites will participate in implementing the program, involving a minimum of 30 instructional teams and 750 students and their families during the demonstration phase of the project. The project will provide instruction on self-directed transition planning within inclusive settings and will evaluate the immediate and long-term impact of the curriculum and instructional strategy.

Products: The project will document the critical factors that enhance the sustainablility of the curriculum and instructional program with a set of User Guides designed for teachers, adminstrators, parents, and students, and will disseminate the User Guides and information on student outcomes in a comprehensive and effective manner to users throughout the country.

Grant Number: **H324R980112**

Language is the Key: Constructive Interactions Around Books and Play

Project Director: Cole, Kevin

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

Washington Research Institute
150 Nickerson Street Suite 305
Seattle, WA 98109
Voice: (206)285-9317

Purpose: The purpose of the project is to disseminate and replicate a validated intervention model called "Language Is the Key: Constructive Interactions Around Books and Play," which is designed to optimize first and second language development of young children with disabilities who are also limited in English proficiency, including children who speak Spanish as their first language.

Method: This project will enhance the ability of staff to facilitate language and emergent literacy development in target children in a variety of settings including school district center-based programs, Head Start programs, community-based child care programs, libraries, health maintenance organizations, and other agencies with a high probability of serving young children with disabilities who are limited in English proficiency. Staff will be provided with training materials to allow them to train parents to use the techniques with their children in their first language. Training materials and procedures will be adapted for additional linguistic and cultural groups. The project also will present methods for increasing staff's ability to work successfully with parents of diverse cultural and linguistic backgrounds and for optimizing the use of interpreters and translators in presenting training materials to parents with limited English.

Products: Teaching of staff trainers will be conducted so that outreach can continue beyond the project grant period. The project is designed to allow a variety of training formats to increase dissemination, including on-site training, distance learning for rural areas, and training-of-trainers.

Grant Number: **H324R980113**

Telepartners in Early Diagnosis and Intervention for Children with Disabilities in Remote Communities

Project Director: House, Peter

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

University of Washington
Department of Family Medicine
3935 University Way NE
Seattle, WA 98105-6613
Voice: (206)616-4988

Purpose: The project will apply a proven model of outreach from the University of Washington to six remote rural communities in Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) to provide needed services for children with disabilities. Project staff will use the existing WWAMI Rural Telemedicine Network for early identification and ongoing consultation via interactive video-teleconferencing (IVTC).

Method: The project will expand the availability of specialty consultation for children birth to 21 years, with emphasis on those aged three to 12 for whom the local education agency (LEA) needs advice about medical conditions affecting educational progress. Project staff will provide on-site appropriate individual education plans (IEPs) for children who are health impaired (have neuromuscular disorders, attention deficit disorders, congenital defects, seizure disorder, or suspected fetal alcohol exposure), have an autistic spectrum disorder or serious behavioral disability, or have traumatic brain injury (encephalopathy) or orthopedic impairment, mental retardation, or a language or learning disability. The use of IVTC will enable more school and community representatives to consult directly with distant specialists rather than requiring the child (and family) to travel to a distant center for diagnosis and intervention recommendations. The project will use IVTC for specialty consultation with LEAs to ensure interagency coordination in local communities and multidisciplinary participation in the IEP process. Project staff will replicate the proven outreach model developed for consultation with rural physicians on children with low incidence disabilities. Bringing this model directly to LEAs will improve educational services to this population, especially those from families who have been traditionally underserved because of racial, cultural, geographic, and economic barriers.

Products: Dissemination of information about best practices for low incidence disabilities will occur directly through live IVTC consultation with experts and more widely through edited videotapes of these presentations available via videostream download from the project's Internet webpage or on videotape.

The project will provide direct service to children in a five-state area which comprises 29% of the land mass of the United States, and wider dissemination to the entire nation.

Grant Number: **H324R980120**

Writing Lab Outreach Project

Project Director: Bahr, Christine

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

Western Michigan University
Department of Special Education
Kalamazoo, MI 49008
Voice: (616)387-5954

Purpose: The purpose of this outreach project is to improve the oral and written language skills of students with disabilities in grades 1 through 3. This collaborative effort will engage general and special education teachers in professional development activities, promote the meaningful inclusion of students with disabilities in the general education curriculum, and implement computer-supported writing process instruction as a context for language development.

Method: In each of the four elementary-school outreach sites, a development team will learn about the computer-supported writing process, implement an inclusive writing lab in their school, develop materials for the lab, plan training, act as trainers, and implement components of the approach with their own students.

Products: By involving parents as active participants in the intervention-team process and through the use of the computer-supported writing process as implemented by the teacher-teams in the participating schools, this project will provide students with disabilities greater opportunities to learn to read and write in settings with their peers, and to increase their ability to learn language skills. Dissemination activities will extend the model to a much broader national audience.

Grant Number: **H324R980124**

Cool School Outreach Project

Project Director: Montague, Marjorie

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Miami
School of Education
PO Box 248065
Coral Gables, FL 33124
Voice: (305)284-2891

Purpose: The purposes of the proposed Cool School Outreach Project are to disseminate information, provide training, and replicate Cool School, a high quality, academic, after-school program providing social development and therapeutic services for children at risk and children with disabilities in four schools in the state of Florida. This project is a model program that addresses the following major national concerns: 1) poor academic outcomes particularly for students from low-income families and students with disabilities; 2) violence and its precursors such as behavioral and emotional problems that increase over time because there has been no research-based intervention; and 3) the challenge of successfully including students with disabilities in regular education settings and preventing the initial identification and placement of at-risk children in special education.

Method: Four public schools in Florida (two urban and two rural) will be selected to develop, implement, and evaluate the project model. These target schools have high populations of vulnerable students, have school-linked services because of students' and parents' needs, are school-wide Chapter 1 schools, and have large numbers of referrals for special education and/or multiple incidents of violence. Project staff will provide technical assistance and will use a project-developed manual and materials to provide training during two summer training institutes at the University of Miami for personnel from the selected schools and will revise the manual based upon feedback from institute participants. The first institute will focus on building the capacity of local schools to plan, implement, and evaluate the project, and the second institute will focus on research-based practices for academic and social-skills instruction

Products: A staff development program will be published for replication in Florida and nationally; videotapes of the planning and implementing process at the four schools will be developed; and the training manual, related materials, and videotapes will be disseminated nationally.

***Grant Number:* H324R980128**

Networks — Multi-State Collaborative Outreach Project to Promote Student Involvement in Transition Planning

Project Director: Powers, Laurie

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

Oregon Health Sciences University
Child Development and Rehabilitation Center
Office of Research Services
L-106 3181 SW Sam Jackson Park Road
Portland, OR 97201
Voice: (503)232-9154

Purpose: This project will demonstrate student-centered intervention approaches to assist secondary students with disabilities to become successfully involved in their own transition planning. The model for this project is an integrated, ecologically based approach that involves coaching for youth in the application of transition planning involvement skills, mentorship, peer and parent support, and training and technical assistance for staff.

Method: The Networks Outreach project will systematically and collaboratively move its intervention model to other schools, educational agencies, and community programs in Oregon, California, and Texas. It will mount this extensive outreach effort to capitalize on the information and site expertise already developed in the model, enhancing the capacity of local providers to promote the involvement of secondary-age students in their transition planning. Model demonstrations will be set up in each state, and outreach teams will be trained to prepare them to provide training and technical assistance to sites in their states.

Products: The model will be described in comprehensive field-test intervention manuals which will be revised to accommodate the diversity of local conditions within school districts across the nation. The manuals will include a detailed framework for systematic dissemination of the model, implementation activities, and detailed discussion of outreach procedures.

Grant Number: **H324R980130**

Secondary Special Education/Transition Preservice Training

Project Director: Kleinhammer-Tramill, Jeannie

Beginning Date: Sep 1, 1998
Ending Date: Aug 31, 2001

University of Kansas
Center for Research
Schiefelbusch Institute for Life Span Studies
1052 Dole
Lawrence, KS 66045
Voice: (785)864-0721

Purpose: The goal of this outreach project is to develop, disseminate, and facilitate adoption of content and strategies for preparing preservice special educators and related professionals to provide secondary special education and transition services. The model on which this outreach effort is based is the Secondary/Transition Program at the University of Kansas.

Method: The design of this project involves assisting participating institutions of higher education (IHEs) through intensive training for faculty, ongoing technical assistance to support delivery of the content, and policy analysis to assist IHEs in institutionalizing the preservice training. Up to 15 IHEs from across Kansas and the midwest will develop strategies to provide quality preservice transition training that is appropriate for their specific contexts. Four options will be used: 1) developing a master of education program in secondary special education/transition; 2) creating a specialization within current special education certification programs leading to an emphasis in secondary special education/transition; 3) designing and offering elective coursework in secondary special education/transition; and 4) enhancing current course offerings with updated and easily accessible information on transition planning and services.

Products: National dissemination of information related to state-of-the-art delivery systems for personnel preparation in secondary/transition will occur.

Grant Number: **H324R980147**

The Core Science Programs: Dissemination and Effective Implementation

Project Director: Hofmeister, Alan

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2000

Utah State University
Center for Persons with Disabilities
Logan, UT 84322-6800
Voice: (435)797-3718

Purpose: This project will support regular and special education teachers in addressing the science education needs of students with learning disabilities. The project provides: 1) validated programs that maintain high academic standards with clear performance goals; 2) general curriculum programs validated for all students, including children with disabilities, and 3) a model that delivers quality instruction in a range of environments and provides student monitoring tools and staff development resources in a seamless, cost-effective implementation.

Method: The three core concept science programs that will be used address most of the physical and earth science concepts taught between Grades 3 and 12. The series begins with "Problem Solving with Elementary Earth Science," moves to junior high "Earth Science," and then "Chemistry and Energy." The programs are designed for group and individual instruction. All programs require in-program student assessments and immediate instructional adjustments. The instructional model was validated through published research by independent investigators. The critical attributes of the model are: 1) a central emphasis on teaching the most important core science concepts to all learners; 2) the integration of staff development in day-to-day instructional delivery; 3) the extensive use of technology to ensure access and cost-effective replications; 4) staff development activities that increase the confidence and competence of teachers in teaching science in all settings; and 5) the use of visual-spatial displays that exemplify all the "Big Ideas."

Products: The population to be served in this project includes: Year 1: Five implementation and demonstration sites, which are defined as one or more school buildings in a district; Year 2: An additional five implementation and demonstration sites and ten trainer-of-trainer sites; Year 3: An additional five implementation and demonstration sites and an additional ten trainer-of-trainer sites. In addition to direct support to the above-listed 35 sites, all instructional products and staff development tools will be made available to all interested sites.

Contract Number: **HS97017001**

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Fiore, Thomas A.

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

Research Triangle Institute
P.O. Box 12194
Research Triangle Park, NC 27709-2194
Voice: (919)541-6004
Fax: (919)541-6854
E-mail: fiore@rti.org

Purpose: The Research Triangle Institute (RTI) with a subcontractor team will assist OSEP's Division of Research to Practice (DRP) in advancing OSEP's mission of improving results for children with disabilities in ways that support the development of independent, productive citizens.

Method: RTI's proposed team has expertise and experience to provide assistance in all the required technical activity areas: strategic program planning and management, policy assessment, discretionary program assessments, communication of research, management services for conferences and meetings, and performance management. Strategic program planning and management will provide a framework for the entire technical support effort. Policy assessments are one vehicle through which OSEP identifies, explores, and responds to strategic issues that emerge in its federal, state, or local environments. Program assessments are critical in measuring progress and performance with respect to a strategic plan. Communication of research is a key component in moving research to practice. Finally, providing management services for conferences and meetings is essential to the strategic planning and implementation process.

Products: RTI's experience allows it to offer a diverse set of skills and knowledge to support DRP as it strives to achieve greater impact from the research investments it manages under IDEA. RTI's staff and those of its subcontractors will extend and enhance OSEP's capacities to establish, support, manage, and leverage an optimal research investment portfolio.

Contract Number: **HS97017002**

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Kane, Michael

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

American Institutes for Research
3333 K Street, NW
Washington, DC 20202
Voice: (202)342-5031

Purpose: The American Institutes for Research will continue to provide to OSEP's Division of Research to Practice (DRP) technical support services similar to what they have provided over the past five years.

Method: This contract will support OSEP's expanded technical support needs by providing it with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: strategic program planning and management, policy assessment, discretionary program assessment, communication of research, management services for conferences and meetings, and the establishment of a performance measurement system.

Products: By continuing to manage DRP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use The American Institutes for Research, under this contract, will be continuing its work to improve results for infants, toddlers, children, and youth with disabilities across all environments.

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